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ABSTRACT

This book is a resource and activity guide for early childhood educators and care providers that helps to enhance the development of early and emerging literacy skills in young children. Its philosophy is based on the premise that both language and literacy development begin at birth and that educators and caretakers of young children have a window of opportunity to facilitate the development of language and literacy. It includes descriptions of the connection between language and literacy in the areas of language use, phonological awareness, and print. It also provides the critical information necessary for understanding what children do when developing language and literacy and some strategies for what children need during this process. There are more than 70 developmentally appropriate and engaging activities included for facilitating the development of vital early and emerging literacy skills. It can be used in preschool, kindergarten, and early primary classrooms; in general and special education; in day care facilities; and as a preservice training guide. In addition, families will find it to be a helpful resource. (Includes a glossary and extensive references.) (Author/SG)

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Building Early Literacy and Language Skills: A Resource and Activity Guide for Preschool and Kindergarten

By
Lucy Hart Paulson
Linda Attridge Noble
Stacia Jepson
Rick van den Pol

2001

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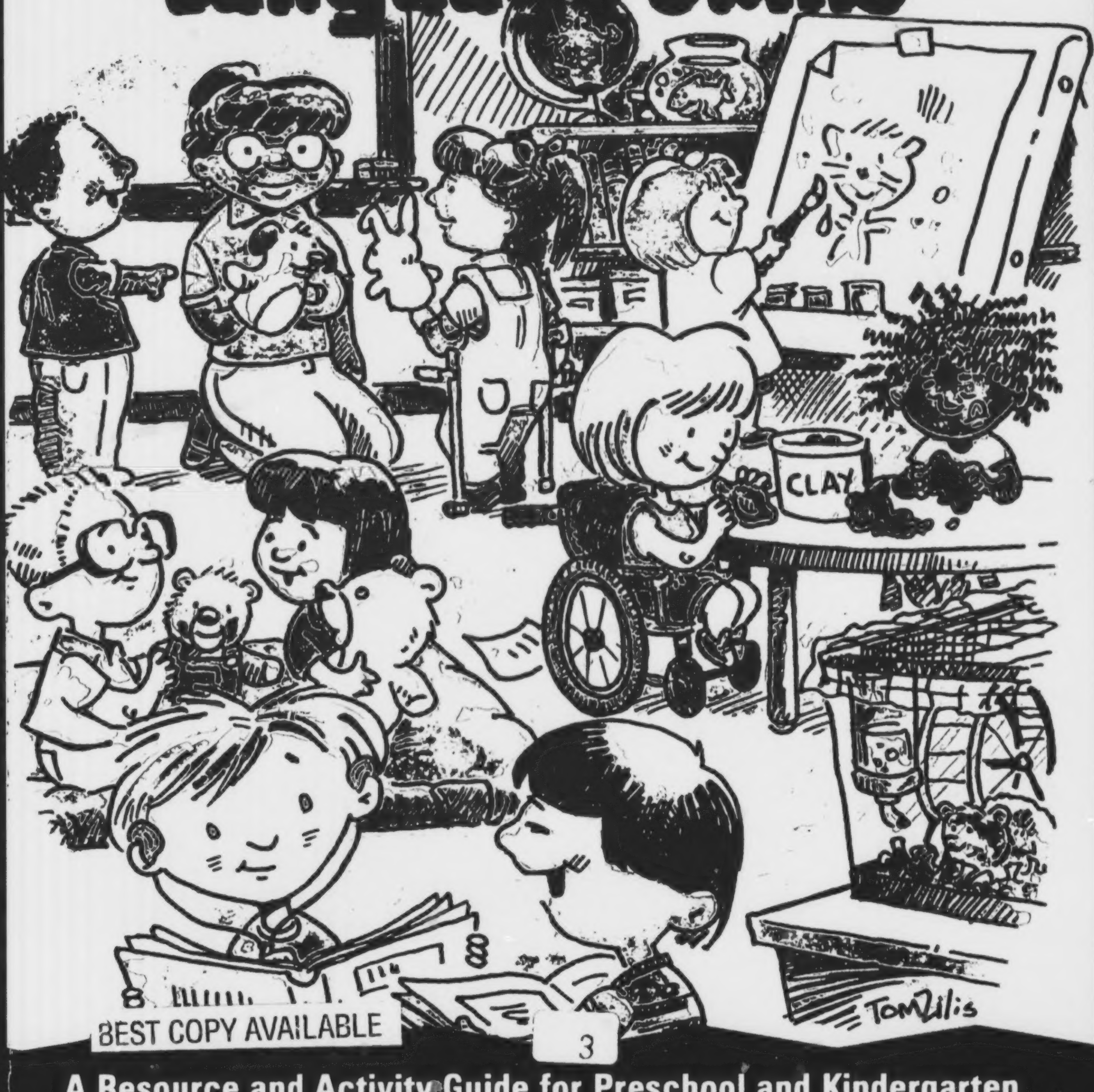

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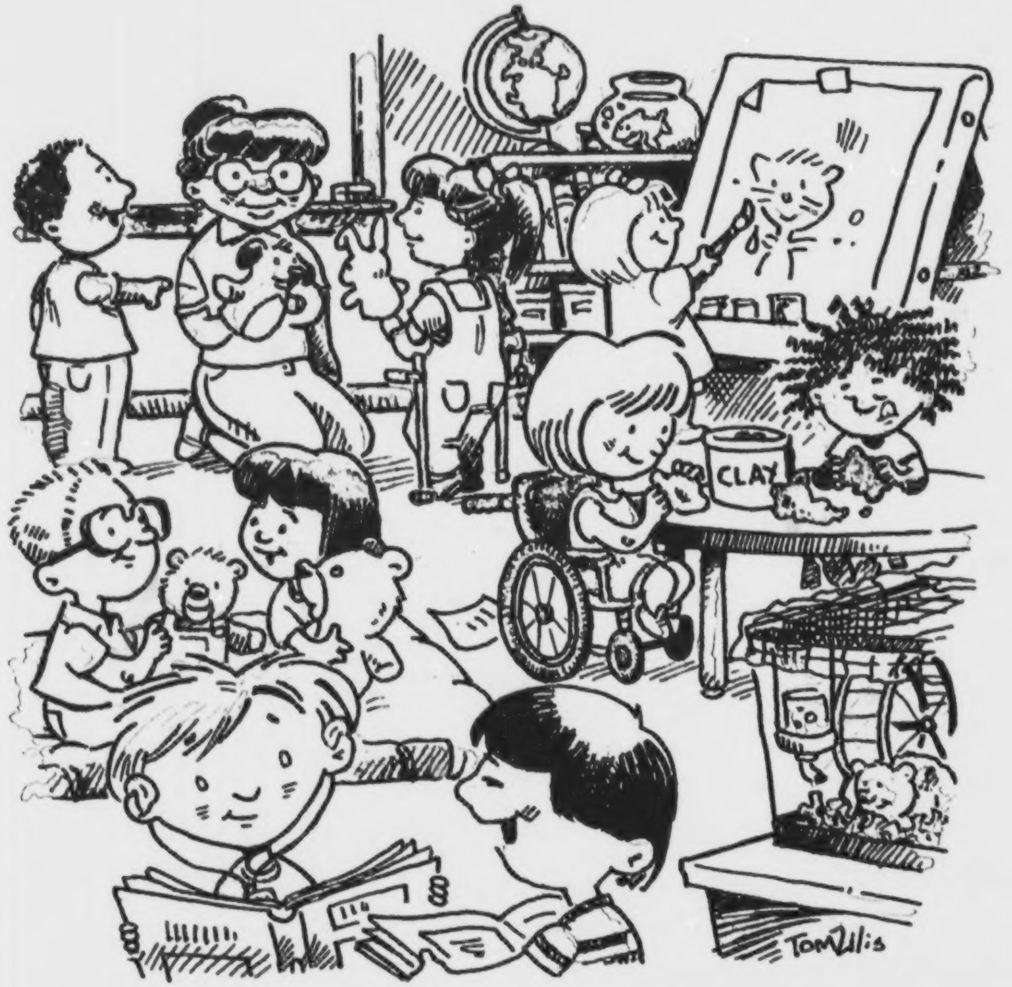

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To my mother, for all you gave to me.

– Lucy Hart Paulson

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This project has been a collaboration of many people over many years. It comes together in hopes of sharing what we have learned to help young children develop vital language and literacy skills.

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I am very grateful to the children and families who taught me so much about the powerful connection between language and literacy, and to the Western Montana Scottish Rite, a Masonic Fraternity, for the opportunity to be involved in the lives of young children who experience communication challenges.

– Lucy Hart Paulson

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– Linda Attridge Noble

I wish to express heartfelt appreciation to my mom, Lisa, for showing me how to love children and how to make children love themselves; my dad, Joe, for giving me patience, humor, and bedtime stories; my Grandma Lanning for her delightful character and wisdom; Joely, Amy, Zachary, Andrea, Ray, and Kellen for teaching me what it means to be a family; and Paul, for loving all of me.

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– *Stacia Jepson*

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– *Rick A. van den Pol*

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Introduction

Building Early Literacy and Language Skills is a resource and activity guide for early childhood educators and care providers that helps to enhance the development of early and emerging literacy skills in young children. Its philosophy is based on the premise that both language and literacy development begin at birth and that educators and caretakers of young children have an incredible window of opportunity to facilitate the development of language and literacy.

This manual includes descriptions of the connection between language and literacy in the areas of language use, phonological awareness, and print. The manual provides the critical information necessary for understanding what children do when developing language and literacy and some strategies for what children need during this process. There are more than 70 developmentally appropriate and engaging activities included for facilitating the development of vital early and emerging literacy skills in an inviting manner.

The development of this manual has been a collaborative effort between experts in general education, special education, and higher education. The collective experience and backgrounds of the authors provide an in-depth view and a well-rounded perspective of teaching young children who are developing typically, who are at risk, or who have developmental delays and disabilities. The activities have been developed over many years of experience in working with young children, helping them to develop their language and literacy skills while documenting their improvement and progress.

Building Early Literacy and Language Skills is a product that can be used in preschool, kindergarten, and early primary classrooms; in general and special education; in day care facilities; and as a preservice training guide. In addition, families will find this to be a helpful resource. The topic of early and emerging literacy has gained national attention, and these skills are critical for young children's success. Early intervention makes the difference. *Building Early Literacy and Language Skills* provides a tool for those working with young children to make that difference.

CHAPTER 1

Connections Between Language and Literacy

Language is a social tool used to communicate ideas and to influence the behavior of others. Learning to communicate happens in an interactive manner, by listening to and by participating in conversations; the language that is heard in the environment is acquired at a young age. Oral language, the listening and speaking part of communication, is a process that develops naturally: As children develop, they have a nearly universal tendency to learn the language they hear, and to reproduce those sounds through their own speech. Most children learn oral language in this expected manner with adult guidance; however, some do not. For children who do not, special intervention is needed to help them obtain the necessary skills. All children need adult models; it is essential that adults provide guidance to facilitate the development of these learning processes in all children, and that adults seek professional assistance for the children when necessary.

Literacy, the reading and writing part of communication, is *not* a process that develops as readily as oral language.[1] Literacy, like oral language, is also a learned behavior but literacy is far more complex and formal than oral language. (See Appendix A for a discussion of the development of language and literacy from a historical perspective.) Literacy depends on mastering a written code; in the English language this code is based on the *alphabetic principle*[2] (an understanding of the letter-to-sound relationship). Most simply, then, *literacy* is defined as the ability to read and write. It is usually acquired in a relatively predictable manner beginning at birth and continuing throughout life, assuming that appropriate exposure and instruction are present.[3] For the purposes of this book, *early literacy* refers to behaviors seen in very young children (typically, two- to three-year-old children) as they attempt reading and writing acts with no awareness or understanding of letter-sound relationships. *Emerging literacy* refers to behaviors seen in young (often, four- to five-year-old) children when there is a beginning awareness and understanding of letter-sound relationships. This process builds as children develop their oral language structures, gain an awareness of the sound structure of language, and find meaning in the symbols around them.[4] Children use their strategies from learning oral language to help them make sense of environmental print (print seen in the environment, such as in traffic signs, cereal boxes, TV, video cases, books, magazines, store ads, etc.). In this way, applying their understanding of oral language, most children are able to grasp the processes of reading and writing.[5]

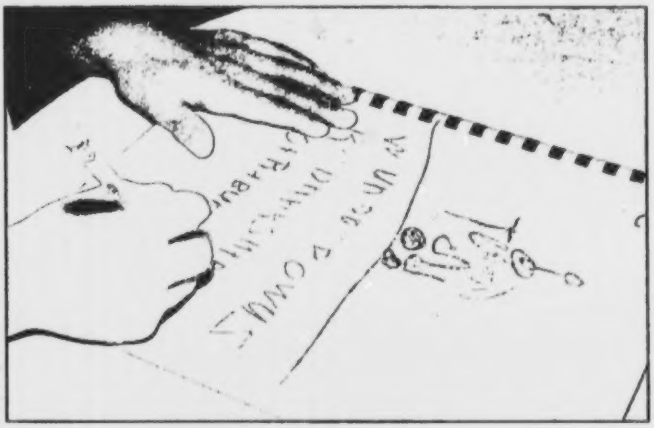


Photo by L.A. Noble.

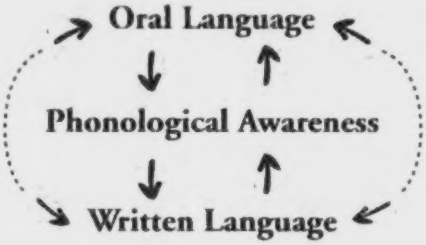
More than two decades of research on early and emerging literacy emphatically demonstrates that children can and do learn a great deal about reading during the preschool years, before they read independently.[6] Research also has identified three major areas that are critically important in the development of early and emerging literacy skills.[7] These three major areas are:

- A strong foundation in oral language skills
- An awareness of the sound structure of language
- Many exposures and experiences with print

A strong foundation in oral language skills develops as children gain an understanding of the structures and meaning of language. When children begin to realize that the words they say not only have meanings but that the words also have structures that can be played with and manipulated, they are developing *phonological awareness* (the explicit awareness that words have a structure—syllables, sounds, etc.—that can be manipulated and changed). As children are provided with opportunities to see and play with written symbols, they develop an awareness of print.

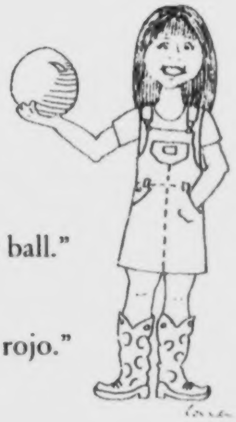
The structure of oral language is the basis of phonological awareness. The structure of written language is based on oral language. So phonological awareness is the connection between oral and written language structures.

A reciprocal relationship exists among all three areas: As one area develops, there is a general increase in the other areas as well. Strategies and techniques described within text that help children develop a strong foundation in their oral language also help to enhance their emerging literacy skills (written language). Activities incorporating these strategies and techniques that encourage children to play with spoken language greatly contribute to their abilities to become literate. By understanding the structure of language, adults may become more effective in planning and providing meaningful emerging literacy activities and experiences for children.



Structures and Components of Language and Literacy

Oral language and written language have the same two major components: *content* and *form*. Content is the meaning of the message, and form is the structure used to put sounds together into words and words together into sentences. A sentence with the same content may be said or written in different languages; the meaning will remain the same, but the form will change. For example, a child who speaks English could say, "I have a red rubber ball," and a child whose native language is Spanish could say, "Yo tengo un bòlon rojo." Both sentences mean the same thing but have very different forms.



"I have a red rubber ball."
English

"Yo tengo un bòlon rojo."
Spanish

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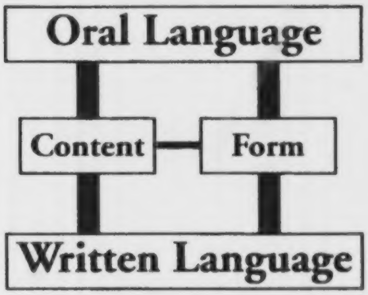
All languages have a set of structural form rules that determine how a message is said. If the meaning or structure is not understood, the message will not be received correctly. Two people who speak the same language will usually find it easy to engage in a conversation because they are using the same structural rules. When it is difficult to understand someone, chances are the person speaking is applying different rules than the hearer knows. Both content and form are necessary for successful communication in oral and written language;[8] a delay in the development of either the content or the form of language can lead to a delay or difficulty in the development of literacy. As stated previously, written language develops from an understanding of oral language. But although written language often uses the same content and form as oral language, written language is more formal.[9] Therefore, if a reader is to understand the meaning of a passage of text, he or she needs to have an understanding of oral language as well as an understanding of the rules used to make sense of written language.[10] Thus oral language, written language, content, and form are all interrelated.



The connection between language and literacy is strong in a structural and developmental way. Several important components comprise the meaning and structure of the English language: phonology, semantics, morphology, syntax, and prosody.[11] All these components are used in both oral and written language. (*Table 1* provides a brief definition and lists the purpose of each component; a more detailed discussion of the components follows the table.) An understanding of the structural

Table 1 *Component Definitions and Uses in Oral and Written Language*

Component Definition	Component Use(s) in:	
	Oral Language	**Written Language**
Phonology: the speech sounds and the rules used to put sounds together into meaningful syllables, words, and speech	speech sounds	letter sounds
Semantics: word meaning	meaning	comprehension
Morphology: the rules of word formation and units of meaning	root words, prefixes, and suffixes	root words, prefixes, and suffixes
Syntax: the rules of word ordering in grammatical form	word order	word order
Prosody: the inflection, rhythm, pitch, and volume of speech	speaking with expression	reading with expression

components of language helps adults in planning activities and experiences for young children to enhance their early and emerging literacy skills.[12]

Phonology

Phonology is the study of the speech sounds of a language and of the rules used to put those sounds together to make words. The phonological rule system of the English language has two important components: First, because phonology is governed by rules, it is systematic and predictable. Second, the rules create a redundant quality, which makes learning and listening to language easier.[13] Understanding the phonological rule system or sound system of the English language plays a major role in the development of reading and spelling. Consider the following written forms:

- "Yxx cxn rxxd whxt x hxvx wrxttxn xvxn whxn x hxvx rxplxcxd xll thx vxwxls wxth xn x."

  ("You can read what I have written even when I have replaced all the vowels with an x.")

- "t gts lttl hrdr f y dn't knw whr th vwls r."

  ("It gets a little harder if you don't know where the vowels are.")

- "I e a o ae i ou o o ee e ooa ae."

  ("It gets a lot harder if you don't know where the consonants are.")

Most people would still be able to read the first two sentences in the preceding list, even though the vowels have been replaced or are missing in the written form. However, it is quite challenging to read the words that are written using only vowels and no consonants. Here is another example of a sentence omitting the consonants:

- "Ao a ie a ea o ea."

  ("Almost all children can learn to read.")

So, one phonological aspect of our language is that consonant sounds convey much more information than vowel sounds in communicating meaning. This is valuable information for effectively structuring activities to enhance the early and emerging literacy skills of young children.[14] *Building Early Literacy and Language Skills* offers activities to help children make sense of important letter-sound associations and phonological awareness concepts.

Semantics

Semantics is the study of word meaning. People use words to organize their perceptions of the world, to help them make associations, and to describe their experiences. The collection of words that a person understands and uses is referred to as that person's *vocabulary*. Beginning in infancy, children learn the language that is used for the things, people, events, and relationships in their day-to-day routines and experiences. The growth of vocabulary during the preschool years is incredible; the following chart illustrates the tremendous growth in the number of expressive vocabulary words children are able to say.[15]

Expressive Vocabulary Growth in Children

Average Age	Number of Words Known
12 months	first word
18 months	50 words
24 months	200-300 words
3 years	900-1,000 words
5 years	2,100-2,200 words

Researchers estimate that the speaking and listening (receptive and expressive) vocabulary of six-year-old children is 14,000 to 20,000 words.[16] This ability to use oral language to describe experiences, to predict what will happen, and to talk about events that have happened is an important component in the development of literacy; people must have a knowledge and an understanding of their world in order to make sense of what they read and write.

Morphology

Morphology is the study and description of word formation. Word formation has many specific rules, which most children learn as part of their normal language experiences. For example, words can be changed by adding prefixes (like un-, dis-, re-) and suffixes (like -ing, -ed, -er) in both spoken and written language. These rules of word formation are part of the structural basis of oral language and are used when speaking, reading, and writing.

Syntax

Syntax refers to the set of rules used to put words in grammatical order in sentences. These rules combine phonology, morphology, and semantics. An understanding of the rules of language formation is a necessary foundation for the development of literacy.

Prosody

Prosody is the expression used when speaking and reading aloud. Meaning is conveyed not only in words themselves, but also in the manner in which the words are said or read. Spoken language provides rhythm, inflection, and pitch, which in turn are the basis for the expression used in written language. Therefore, the expression of the written word is based on an understanding of the expression of oral language.

These five components (phonology, semantics, morphology, syntax, and prosody) in both the content and form of oral language provide the basis for written language. (A more detailed description of each of these language components is provided in Appendix B.) Oral language serves as a necessary and powerful foundation for the development of literacy.[17] Mastery of these components enhances language skills and subsequent mastery of literacy.

Wrap Up

Oral language is a naturally developing process that begins in infancy. It is made up of multiple components including phonology, semantics, morphology, syntax, and prosody, all of which influence the development of literacy. Literacy is a developmental process that also begins in infancy and that continues throughout life. Children become literate by applying their knowledge and understanding of spoken language to

Photo by L.H. Paulson.

written language. They build upon oral language knowledge as they learn to read and write. Use of written language relies heavily on a well-developed vocabulary and a clear understanding of the structural components and rules of language. Most children learn language in an expected manner with adult guidance, but those children who do not learn language may need special assistance to help them acquire the necessary skills. Nearly all children benefit from adult guidance and instruction in language and literacy.

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CHAPTER 2

Language and Literacy Developmental Sequences

Children continuously develop motor skills and oral language over a period of several years, beginning in infancy. Typically children learn to sit, crawl, and pull themselves to a standing position before they walk. Properly nurtured, literacy development also begins in infancy and progresses continuously in young children's lives. Initially children coo and babble before saying their first words, and then they use short, simple sentences before complex language is spoken. Research has established a strong connection between language and literacy, the oral and written forms of communication:[1] As children's language develops, their understanding of literacy increases; reciprocally, as children's literacy develops, their language skills progress.[2] The early childhood years, birth through eight, are the most important developmental period for both language and literacy;[3] during these years the processes of speaking, listening, reading, and writing all develop at the same time in an interrelated manner.[4]

Photo by L.A. Noble.

Stages of Language and Literacy Development

There is a striking parallel between the stages of learning oral language and the stages of learning literate or written language. That is, the ways children learn to speak and listen are similar to the ways they learn to read and write.[5]

Each level of development shares a similar path of acquisition and competence; engaging children in developmentally appropriate activities that focus on both spoken and written language tends to produce improved skill and mastery in both.[6] Following is a comparative description of the major stages of language and literacy development.

Stage 1

Stage 1 occurs before a *symbolic* relationship is established in the form of words or print.

LANGUAGE *Prelexic* Stage ("before words") age 0-1 year	LITERACY *Prelogographic* Stage ("before symbols") age 0-2½ years
This first stage is commonly referred to as cooing and babbling. As babies learn to recognize speech, they play with and practice making many of the sounds in the language they hear (e.g., "babagagadada"). They also learn the inflection and pitch patterns in speech.[7] These vocalizations have a sound structure but no meaning.	This stage occurs in very young children when there is no awareness or understanding of print symbols seen in the environment.[8] Typically, children use simple one- or two-word combinations in speech (e.g., "more juice," "no go," "cookie me") and are able to associate gestures with phrases in finger plays like "Peek-a-Boo" and "Pat-a-Cake." They are learning early conventions of print such as turning pages in books, using correct book orientation, and keeping within paper boundaries while scribbling.[9] The structure is developing, but there is no symbolic meaning.

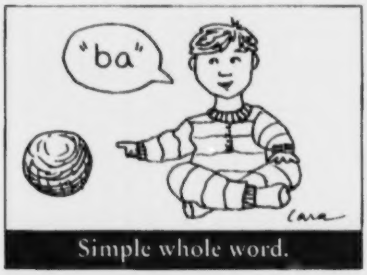
Stage 2

Both language and literacy at this stage are characterized by simple *whole word* structures and print representations.

LANGUAGE

Lexic Stage
("whole verbal word")
age 1-1½ years

This stage begins at around 12 months of age, when babies associate something important from their routines and experiences with a sequence of sounds and they say their first words. These first words are usually simple syllables: "dada," "ba," "mama." The single word communicates the entire message.[10] These first words contain a sound structure, meaning, and expression. Parents and caretakers naturally tend to encourage this process; there is nearly universal appreciation of the "first word" stage as a significant developmental milestone.

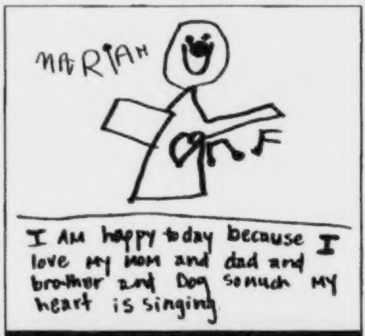


Simple whole word.

LITERACY

Logographic Stage
("whole written word")
age 2½-4 years

Also called the **prealphabetic** stage, this begins when children recognize written symbols in their environment (like the logo of a fast-food restaurant). They often learn to recognize their own printed name during this stage also. Children in Stage 2 understand printed symbols as whole entities but the parts have no individual importance; they recognize words by visual characteristics without understanding that letters represent speech sounds.[11] Adults do not always recognize these first signs of "reading" as an important milestone as they do with a child's first spoken words.



I AM happy today because I love my mom and dad and brother and Dog so much my heart is singing

Simple symbol drawn by a four-year-old child; the story was dictated to an adult.

Drawing by Mariah Turnbull.

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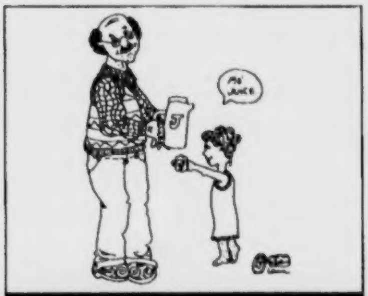
Stage 3

Language and literacy structures used by children at this stage are *simplifications* of the true oral and written language structures.

LANGUAGE

Systematic Simplification Stage
("simple word combinations")
age 1½-2½ years

This stage begins at about 18 months of age; by now children have acquired a vocabulary of about 50 words and can combine words together in simple sentences.[12] These sentences contain simplified sound and word order structures. The meaning is often understood within the context and by the inflection used. For example, a child may say, "Mommy sock," and this could have many meanings, including "Mommy, here's my sock," "Mommy, here's your sock," "Mommy, where's my sock?", or "Mommy, I took my sock off." The meaning is understood by interpreting the child's body language, by the way the sentence is said, and by engaging with the child.

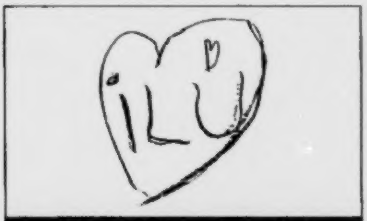


Simplified sentence for "I want more juice, please."

LITERACY

Early Alphabetic Stage
("simple sound/letter correspondence")
age 4-5 years

This stage begins when children develop an understanding of the alphabetic principle.[13] Children now realize that the letters represent the sounds in the words they say, hear, and see. They create "experimental" spellings of the words they write, using a simplified structure (e.g., "lv" for love, "wn" for one, "da" for day). Experimental spelling is a powerful way of helping children improve their understanding of the connection between letters and sounds.[14]



Simplified sentence for "I love you."

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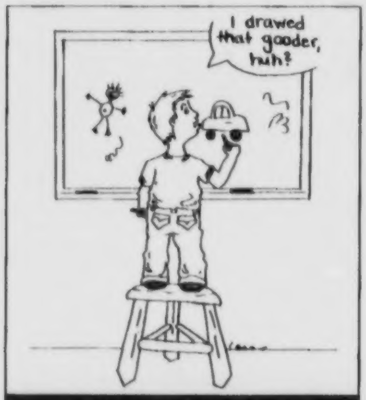
Stage 4

This stage is characterized by a *developing awareness* of the structures of oral and written language.

LANGUAGE
Assembly Stage
("syllable combinations")
age 2½-3½ years

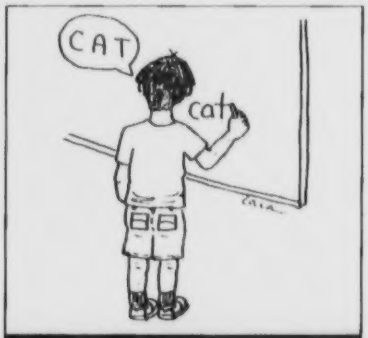
This stage begins as children use more words in their sentences and add endings (such as -s, -ed, -ing) to their words. Children are developing an awareness of the sentence structure of oral language (e.g., "Me goed to store" and "What you doing?"). Later in this stage, their sentences become longer and more grammatically correct, and their vocabulary is expanding.[15] All of the structural components of language—phonology, semantics, morphology, and syntax—are present.


I drawed that gooder, huh?

Sentence structures are becoming more complex.

LITERACY
Later Alphabetic Stage
("phonetic spelling")
age 5-6 years

This stage occurs as children develop a better understanding of the alphabetic principle. They are learning to associate letters with sounds and are able to decode or sound out simple words (e.g., *go*, *cat*, *pop*). They are developing the skills to spell phonetically (e.g., "luv" for love, "tabl" for table). Familiar words that have been repeatedly encountered become part of a child's visual memory and are easily identified.[16]



Spoken words are connected to written words.

Stage 5

This stage is characterized by an ability to ***manipulate the structures*** of oral and written language.

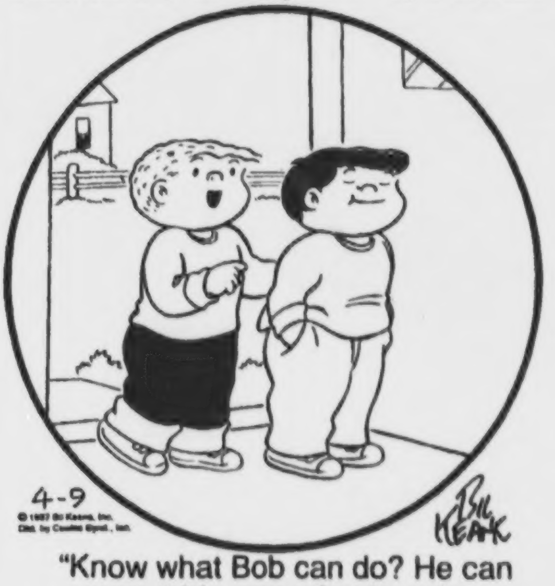
LANGUAGE
Metaphonological Stage
("awareness of word structure")
age 3-4 years

This stage occurs when children realize that the words they use to communicate not only have a meaning, but the words also have a structure that can be changed and manipulated. At around three years of age, children begin to play with words and the sounds within words on a basic level.[17] Rhyming and word play are vital activities to facilitate the development of this stage.

LITERACY
Orthographic Stage
("morphologic structure")
age 7+ years,
fluent readers

This stage occurs when children become more fluent readers and are able to self-correct and to learn new word meanings.[18] They recognize patterns in print and "chunks" of written language. Readers see -tion and know it doesn't rhyme with *lion*, but that it sounds like "shun"; they see -ight and know it sounds like "ite" and not "ig het"; they say "takt" and write "talked." There is now an underlying understanding of the structure of the oral language system and an ability to apply that information to the structures of written language.

THE FAMILY CIRCUS **By Bil Keane**



"Know what Bob can do? He can spell his name frontwards and backwards!"

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Important Note

When children experience difficulty developing oral language, they often get "stuck" at the *systematic simplification* stage of language development (Stage 3). They experience difficulty learning the structure of language and may display underdeveloped sentence structures and speech that is difficult to understand.[19] Children who struggle to acquire oral language often experience similar challenges in developing reading and writing skills.

When children have difficulty learning to read and write, they often get "stuck" at the *logographic* stage of literacy development (Stage 2). They can usually recognize some sight words as whole chunks, but they have not learned the relationship between letters and sounds. These children do not understand how the letters in words can be pulled apart and put back together to be read.[20]

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Table 2 *Comparison of Language and Literacy Stages of Development*

Language Development	Age in Years	Literacy Development
1. *Prelexic* (cooing and babbling) 0-1 year	0	1. *Prelogographic* 0–2½ years (be fore symbols)
2. *Lexic* (whole verbal words) 1-1½ years	1	
3. *Systematic Simplification* (simple word combinations) 1½ –2½ years	2	2. *Logographic* 2½-4 years (whole written words)
4. *Assembly* (syllable combinations) 2½-3½ years	3	3. *Early Alphabetic* 4-5 years (simple letter/sound correspondences)
5. *Metaphonological* (awareness of word structure) 3-4 years	4 5 6	4. *Later Alphabetic* 5-6 years (phonetic spelling)
	7 +	5. *Orthographic* 7+ years, fluent readers (morphologic structure)

Wrap Up

Language and literacy follow parallel paths of development; the steps children take in learning oral language are repeated when they learn to read and write. The components of speaking, listening, reading, and writing are interrelated and develop in a concurrent manner. As oral language skills develop, emerging literacy grows; as literacy skills are learned, oral language is improved. Difficulty in developing oral language can lead to difficulty with written language; a strong foundation in oral language is vital for the development of literacy. Parents, caregivers, and teachers can provide activities to strengthen both language and emerging literacy skills.

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References

1. Braunger, Lewis, and Hagans 1997; Jenkins and Bowen 1994; Watson et al. 1994; Whitehurst and Lonigan 1998
2. Braunger, Lewis, and Hagans 1997; Jenkins and Bowen 1994
3. Pinker 1994; Schickedanz 1999
4. Watson et al. 1994; Whitehurst and Lonigan 1998
5. Katims and Pierce 1995
6. Watson et al. 1994
7. McLaughlin 1998; Stone 1996
8. Snowling and Stackhouse 1996
9. Jenkins and Bowen 1994; Schickedanz 1999
10. McLaughlin 1998; Stone 1996
11. Gaskins et al. 1997; Jenkins and Bowen 1994; Moats 1998; Schickedanz 1999, Snowling and Stackhouse 1996
12. McLaughlin 1998; Stone 1996
13. Gaskins et al. 1997; Moats 1998; Schickedanz 1999
14. Learning First Alliance 1998
15. McLaughlin 1998; Schickedanz 1999
16. Gaskins et al. 1997; Moats 1998; Schickedanz 1999
17. Hodson 1994; McLaughlin 1998
18. Gaskins et al. 1997; Moats 1998
19. Hodson 1994
20. Snowling and Stackhouse 1996

CHAPTER 3

Language and Literacy Behaviors, Skills, and Strategies

Families, caregivers, and early childhood educators have a significant impact on children's language and emerging literacy skills. There is a strong connection between the home and school literacy environments and children's language abilities;[1] those who work with young children have a critical window of opportunity to offer support in helping them acquire rich language and emerging literacy skills.[2] Literacy development is affected by language and literacy experiences shared by family members and teachers, the books and written material found in the home and at school, and the attitudes of the family and school toward literacy. Children who are provided with a wide variety of experiences and opportunities to talk, tell stories, read storybooks, draw, and write are generally successful at learning to read and write.[3] This chapter provides an overview of strategies that can be used to enhance language and literacy development.

Many skills learned during the preschool years lay the foundation for literacy development in elementary school; therefore, young children who experience difficulty acquiring language are at risk for difficulty learning literacy. If their language skills can be developed to age-appropriate levels by the age of five to five and a half, there is a much greater chance that these children will not experience difficulties learning to read and write.[4] Adults who understand typical behavior and expected skill development, along with appropriate ways of stimulating language and literacy skills, can help children build a strong foundation in language and pave the way for success with literacy.

Language and Literacy Behaviors and Needs

As children's language develops, their emerging literacy skills are enhanced.[5] Similarly, as children improve emerging literacy skills, their language expands. Therefore, as mentioned in previous chapters, activities that stimulate language development also help to stimulate emerging literacy development. Following is a description of expected behaviors at different ages and ideas for activities that promote mastery of language and emerging literacy skills at each age level.

What Children Do: Birth to One Year

In general during the first year, babies are at Stage 1 (prelexic level) of language development and Stage 1 (prelogographic level) of literacy development. Babies are learning to make sense of the language around them. They begin to communicate through gestures and expressions, and then they say their first word. Parents and caretakers can promote language development (during all stages) by interacting with babies and communicating interest in what the babies are doing. Verbal interactions are essential when reacting to children's feelings, ideas, and wishes. Simple statements such as, "Now we're going to put on your shirt" and "After you finish your bath, you will go night-night" provide a connection between language and the environment. Also, field trips such as going to the store, the park, and the post office expand children's experiences, which fosters their language development. Some specific developments during the first year are:

- **Birth to Six Months**—At this time infants raise their heads, look around, focus on speech directed at them, and begin to coo with vowel-like sounds. They then reach and grasp, put objects in their mouths, and begin to sit up. They eventually add consonant sounds to their cooing and they begin to babble. Strings of syllables like "bababa," "gagaga," and "mamama" as well as "raspberry" sounds are all part of their vocal play.
- **Seven to Twelve Months**—Babies begin to actively manipulate items in their world by banging, shaking, waving, dropping, and tossing things, and they also continue to mouth and chew on objects. They learn to transfer objects from hand to hand, start to crawl, pull themselves up to a stand, and take their first steps. Babies purposely search for items hidden from view and begin to understand the meanings of words. Their babbling becomes more complex, using syllable patterns like "goo, babamada, goodada," and speech expression develops using voice inflection and stress. Babies begin to engage in play and to make connections between events (e.g., putting on a coat and saying "bye-bye"). These behaviors provide the transition to the next stage of language development: saying their first words.

What Children Birth to One Year Need to Develop Language and Literacy

To help babies during this stage, read simple books with them by naming and pointing to the pictures for the pleasure of the sights and sounds on the pages. Paper books can be used for short, lap time reading sessions. Babies can look at, chew on, and pound on cardboard books with supervision; however, it is usually more interesting for babies to handle books than to read them. Point out pictures and words in the environment and let babies see writing and reading occurring in their environment.

Singing songs, saying rhymes, and playing games like Pat-a-Cake, Peek-a-Boo, and This Little Piggy are very engaging and interesting activities for babies. These activities also facilitate the development of their sense of rhythm, pattern, and the structure of language. Babies will often become calm when they hear the steady rhythm of familiar rhymes and songs. Some specific ideas to use with babies:

- **Birth to Six Months**—Choose books that are interesting to look at, that stand up, and that have large, simple pictures or designs set against a contrasting background. Cloth and vinyl books are good because they are easy to pick up and manipulate, they do not disintegrate when they become wet, and they can be cleaned. Parents and caretakers can begin at this stage to "read" to babies, who may look very briefly at the pages and then suck and chew on the book. Having another object for babies to chew on while reading is helpful. Also at this point, saying rhymes allows babies to hear and sense the pattern of language. The babies' joy in hearing these rhymes increases as babies become more familiar with the rhymes.
- **Seven to Twelve Months**—Babies can participate in "reading" books when the adult verbally labels pictures. Babies are not yet interested in stories with characters and plots, and they still need time to physically explore their books. Select small "board" or "block" books that are easy to handle and that have bright, bold illustrations of familiar objects and events in the baby's environment. Paper books should still be used only for lap time reading. A more interactive style of the reading process should begin to develop at this point. The adult reader may get the baby's attention by saying something like, "Look!" then asking a labeling question like, "What is that?" or "What does that do?" or "What do you see?" The reader should then wait for the baby to respond and, if necessary, provide the answer for the baby. Following the baby's lead and responding according to his or her interest level while looking at the pictures is also important. Babies also continue to enjoy hearing songs, rhymes, and rhythmic language.

How Parents and Caregivers Can Help

- Label and describe objects and events in the environment
- Introduce books early in children's everyday routines
- Label and describe pictures in books

- Read books that portray familiar routines and experiences
- Sing songs and say rhymes
- Provide a good model of using simple language and literacy

What Children Do: One to Two Years

When babies learn to say their first words, they transition to the second stage of language development (lexic). They learn to say more words, they understand more language, and they use "expressive jargon" (babbling that sounds like conversation). They begin to ask, "What's that?" by babbling and pointing. Toddlers learn to talk and to respond to others for the pleasure of interaction and play. Their play skills are developing, and they begin to use objects for pretend activities. For example, dolls are taken for rides, fed, rocked to sleep, and even read a story. Toddlers begin to hum along to familiar songs and are becoming interested in handling books. They typically are still at the first stage of literacy development (prelogographic), but they are developing an understanding of symbolic representation, which is needed for emergence to the second stage. As children's vocabulary increases to about 50 words, they begin to combine words together in short sentences, which moves them to the third stage of language development (systematic simplification).

What Children One to Two Years Need to Develop Language and Literacy

It is helpful to repeat what children say in a confirming manner, using slightly longer and more complete sentences than theirs. For example, when a child says, "Dat?" pointing to an object, adults can say, "What is that?" and respond with the appropriate answer. Stories can be used during transitions from more active to quiet times. Reading a favorite book over and over helps children expand their language. Take children many places; go to the library for story hour; create books with photographs of children's favorite things and people; provide materials for children to write and draw; and continue to sing, listen to music, and dance with children.

Toddlers like books that have familiar pictures such as young children and adults in everyday roles, animals, familiar objects and events, favorite TV characters, and well-known songs. They also enjoy "theme" books about their busy days, with subjects like messy eating, potty-chairs, and bedtime. These books usually have related pictures and few words. Children begin to expect familiar objects to be on book pages; looking at pictures on pages in books helps children expand their vocabulary and understand what is being read. They begin to show interest in simple stories that can be related to their own experience, and they continue to like pictures to be named and labeled. They imitate words, will listen to descriptive language, and will point to features like soft and furry, a long tail, and whiskers at the mouth. Toddlers use "book babble" while reading stories to themselves. The expression used in this style of "reading" is different than that used in their conversational babble. They will also participate in saying familiar rhymes and other highly predicable text, or saying sentences in stories that follow the same pattern. Toddlers express their excitement with their whole bodies, often standing up on the floor for a little demonstration of an action in the book.

How Parents and Caregivers Can Help

- Read and reread favorite books
- Talk about events in books, everyday routines, and the environment
- Provide materials for writing and drawing
- Point out print and symbols in the environment
- Continue to sing songs and repeat rhymes
- Listen attentively and expand children's sentences
- Provide a good model of using language and literacy

What Children Do: Two to Three Years

Photo by L.A. Noble.

Young children continue to learn the meanings of words used by the people around them. They emerge into the third stage of language development (systematic simplification) when combining words into short phrases, and transition to the fourth stage (assembly) when they are able to use more words and word parts in their sentences. At this point children are able to follow simple directions and are learning the names of colors and body parts. They talk in simple sentences, using language to explain, ask and answer questions, and express feelings. Children are beginning to understand narratives that relate to their experiences. This is the foundation for developing an understanding of the function of stories.

During this age range, children move into the second stage of literacy development (logographic) as they gain an understanding of symbolic representation. They continue to enjoy listening to and reciting parts of rhymes, songs, and finger plays and hearing and saying rhyming words. There is a beginning awareness that some words sound the same. Children like looking at books and may begin recognizing some letters, numbers, shapes, signs, and symbols. They understand that their written name signifies something special, and they scribble enthusiastically.

What Children Two to Three Years Need to Develop Language and Literacy

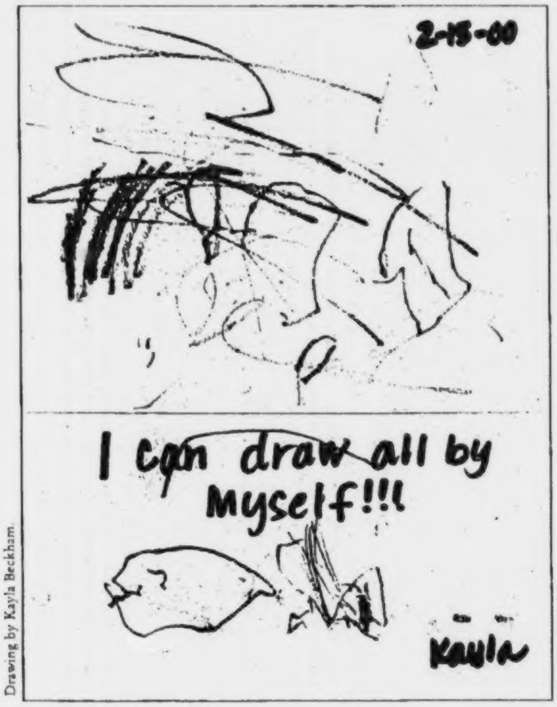
Encourage young children to talk about what they are doing by asking them open-ended questions like, "What is the baby going to do next?" or "Where is that dog going?" Language should be used to help children understand their feelings and to solve problems, but the tasks children are to perform must be explained in simple steps. Share rhymes and poems and encourage children to listen to the sounds in words. Children at this age also enjoy playing with refrigerator magnets, drawing, writing thank-you cards and letters, and making shopping lists, as well as using coupons

from the newspaper to find their favorite items at the grocery store.

Short story books work best at this age. Illustrations can be packed with information and action. Young children love predictable books in which the sentences repeat, words rhyme, and pictures closely correspond to the text. They can sequence events and anticipate what will happen next, which makes these books appealing. Read and reread favorite books, pausing to let children fill in words and talk about events in books as they relate to the children's own experiences, familiar objects, and events. By following children's leads during these conversations, adults help them build confidence, increase skills, and develop a willingness to try new things.

How Parents and Caregivers Can Help

- Continue reading to and with children
- Follow the words on the page with a finger sweeping left to right under the words as they are read
- Begin to focus on letter names and sounds
- Encourage story writing by drawing pictures and scribbles, or by dictating words to an adult
- Focus on word play, such as rhyming
- Talk, describe, question, converse


2-15-00
I can draw all by Myself!!!
Kayla

Drawing by Kayla Beckham.

What Children Do: Three to Four Years

At this stage, preschool children have acquired many of the speech patterns and structures of oral language and have moved into the fifth stage of language development (metaphonological), in which they ask a lot of questions and love to talk about everything using "adult-like" language. They also like to act out complicated plots that involve a lot of intense conversation. Children know that people read books, and they begin to understand that the words tell the story, not the illustrations. They are learning the names of some letters and may recognize some common printed words in the environment. They may begin to identify the sounds that some letters stand for and may recognize specific letter sounds in words that are spoken. This is an important transition from the second stage of literacy development (logographic) to the third stage (early alphabetic). Children know that writing is a form of communication and enjoy writing their own thoughts, dictating comments about their artwork, and telling stories for an adult to write.

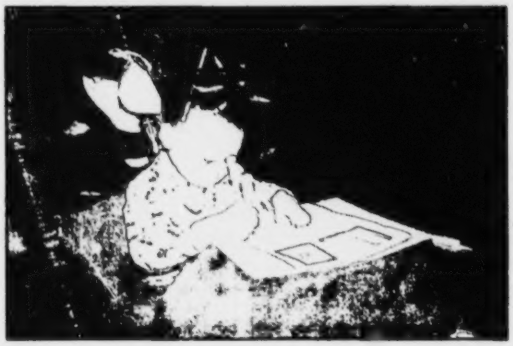


Photo by Kathleen Green.

What Children Three to Four Years Need to Develop Language and Literacy

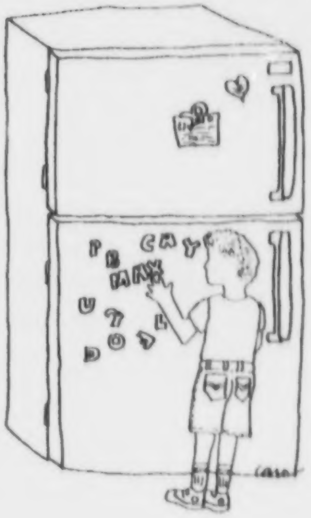
At this stage, adults should encourage children to play interactively, take turns, and share with other children. This can help facilitate the development of children's play ideas, social skills, and conversational abilities. Engage children in conversation as often as possible, and play simple games such as picture dominos. Children also enjoy playing rhyming games and matching games in which they identify words that rhyme and that begin or end with the same letter sound. Continue saying rhymes and singing songs with children.

Provide children with a wide variety of reading materials such as catalogs, phone directories, photo albums, magazines, calendars, keyboards, and calculators. Add more books and keep reading old favorites. Books with labeled pictures allow children to use their knowledge of pictures to help them read (knowing that the word is the label for the object). Point out print, symbols, and words in the environment; use magnetic letters to spell words; and make writing materials like pencils, markers, crayons, stamps, stickers, and stencils freely accessible. Shopping and cooking are good ways to demonstrate how reading can be used in daily life.

How Parents, Caregivers, and Teachers Can Help

- Continue to read and explore many and varied books
- Focus on rapid recognition of letter names and sounds
- Continue to encourage story writing
- Focus on syllable structures and beginning sounds of words
- Clap out syllables in words
- Play word games
- Talk about jokes and riddles
- Encourage children to relate recent events
- Encourage imaginary, dramatic, and pretend play
- Provide simple games
- Provide movement, music, and dance opportunities
- Continue to describe and discuss events and routines in the environment

What Children Do: Four to Five Years



Four- and five-year-old children are continuing to expand their sentence structure and vocabulary. During this age range children have acquired nearly 90% of the syntax and morphology structures of our language;[6] they understand more complex language and are able to participate in complicated discussions and conversations. Children understand that writing is used to convey messages and that it has a specific form and symbol structure. They also understand that reading is useful for interacting with others, and that we read print, not just pictures. They recognize and read some words in the environment around them and also recognize, name, and write many alphabet letters. Children may try to sound out and write simple words, and they want to write and dictate their stories. Observing how a child puts letters together to form words is a good way to identify what the child knows about literacy; children who try out their own spellings and play with sounds in words develop a better understanding of the letter-sound relationship. Family members and educators are encouraged to reward these efforts, but a focus on accurate spelling and making corrections of misspellings may discourage this early writing. Overcorrection blocks the enjoyment, the risk taking, and the experimentation needed to become a good speller.

What Children Four to Five Years Need to Develop Language and Literacy

To foster children's development at this age, involve them in playful experiences with print, both in reading and writing. Help children make signs, write their own stories, and dictate stories to go along with their pretend play. Write down children's spoken stories and create books about them. Children should also be encouraged to write their names and other words they know, and to continue making up rhymes and words that begin with the same sounds. Facilitate playing with language by pulling words apart into syllables and sounds and then putting them back together.

How Parents, Caregivers, and Teachers Can Help

- Continue to read to and with children; share favorite stories
- Encourage children to write, write, write
- Play word games focusing on sounds and on similarities within words
- Clap out syllables and sounds of words
- Play card games like Go Fish, Concentration, Crazy Eights
- Make puzzles available for children to put together
- Continue to engage children in complex conversations
- Play with puppets and demonstrate taking turns, sharing, and reciprocal play
- Tell jokes and riddles
- Encourage children to tell stories with increasingly complex plots and events

Building Early Literacy and Language Skills Through Language Structure

Building Skills

The connection between language and literacy is powerful: Children build upon their language knowledge as they learn about reading and writing. They develop a better understanding of the reading process through writing; as writing improves, their reading ability is enhanced.[7] When children's experiences are expanded through books, there is incredible growth in their oral vocabulary and language development. Likewise, language skills provide a foundation for the development of early and emerging literacy skills. Important skills to develop in children's understanding and use of language are:

- Vocabulary and basic concepts–understanding of vocabulary (knowledge of the world) and basic concepts like size, location, shape, color, space, time, etc.
- Speech intelligibility–ability to accurately say the speech sounds of our language
- Sentence structure–use of grammatically correct sentence structures
- Narrative skills–ability to describe related events

Vocabulary and Basic Concepts

The words that children know and are able to express provide the foundation for an understanding of what is heard and read; understanding vocabulary and concepts in the words that are heard likewise leads to an understanding of words that are read.[8] Many concepts that children learn help them to develop an understanding and organization of their world in areas like size, location, shape, time, space, color, etc.

Speech Intelligibility

A child's awareness and ability to say the speech sounds of our language is an important skill that affects emerging literacy development. Difficulty in hearing and/or saying speech sounds when talking often creates a similar difficulty when learning to read and write.[9] A more complete description of speech sound development is discussed in Chapter 7.

Sentence Structure

Children's understanding and use of syntax (grammatical form) and morphology (word parts and word formation) in oral language provide a foundation for early and emerging literacy.[10] Children are able to apply those same rules to print as they develop an awareness of the alphabetic code (letters and sounds) and attach meaning to print. So, difficulty in the development of written language is often related to earlier difficulty experienced in developing the structure of oral language.[11]

Narrative Skills

Narrative discourse or storytelling has strong implications for emerging literacy in preschool children; the ability to tell a logical story is a predictive skill for later literacy development.[12] Narrative or storytelling skills become more complex as children's language develops. (See Appendix C for a detailed description of narrative development.)

Skill-Building Strategies

Repeated Readings

Reading aloud to children is described as "the single most important activity for building the knowledge required for eventual success in reading" by the National Association for the Education of Young Children (1998)[13] and Anderson et al.[14] (1985) Becoming a Nation of Readers: The Report of the Commission on Reading. (For a description of the developmental stages of book use, see Appendix D.) When stories are read aloud to children, children are exposed to the meaning and structure of language, which improves their vocabulary and sentence structure. It is the talk that surrounds storybook reading that gives it power, helping children connect the story with what is in their own lives. Among other benefits, storybook reading motivates children to read, helps develop a sense of story, and develops knowledge of written language structure and of how texts are structured.[15] Repeated exposures to the same text provide multiple opportunities for children to assimilate and process the oral language and provide the necessary repetition needed to become familiar with how print works.[16] When stories are read again and again and again, children learn the sentence structures present in books, which helps to expand their language skills. Current research shows that children typically ask for a favorite story to be read to them between 200 and 400 times![17] Research also shows that with repeated readings, children:[18]

Photo by L.H. Paulson.

- Use more language
- Respond to questions in more complex ways
- Gain better control of the reading process

Children also experience enhanced social closeness with trusted adults during lap reading or shared reading time. Stories provide children with opportunities to experience predictability and cause and effect, and to engage in problem solving and creative storytelling. The verbal interaction between children and adults during storybook readings is extremely important; behaviors that adults can exhibit while reading aloud that encourage successful interactions include showing enjoyment of the storybook, using plenty of expression and animation, and fostering shared closeness during the storybook experience. Adult behaviors that do not facilitate successful interactions include limited expression when reading aloud and a rate of reading that is too fast or too slow. Many adults have excellent storybook reading skills that help children learn to listen to and participate in the complexities of written language; skilled adult readers facilitate the development of children's language and emerging literacy skills. (For a list of suggested books to read to children, see Appendix E.)

Photo by L.A. Noble.

Scaffolding

Scaffolding is a group of techniques used to facilitate children's development by encouraging them to perform at a slightly more complex level, first with assistance and later independently. Literacy scaffolds are used with reading and writing activities, to help children develop an understanding of the meaning and function of print in texts such as stories, poems, reports, and recipes. These scaffolds make use of language and sentence patterns that repeat themselves, which makes them more predictable. They provide models that enhance comprehension and production of particular written language patterns. Also, the scaffolds may be removed when children are able to participate without them.[19]

Many of these techniques are used when parents, caregivers, and teachers read books to children. Following is a list of scaffolding techniques to use when reading to children.[20]

Read-Aloud Scaffolding Techniques

- *Labeling and commenting*—The adult reader looks at and points to pictures in stories and talks about them ("There's a ball. It's yellow.").
- *Verbal dialogue about picture or story line*—The adult reader creates a story about the pictures or provides a story line in books ("The dog is jumping. He wants a bone.").
- *Pauses*—The adult reader has children fill in words in stories they know or anticipate what will come next ("I see a red ______ looking at _____.").
- *Sentence recasting*—The adult reader reads the story line and then rewords it to help in understanding or comprehension ("*Brown bear, brown bear, what do you see?*" becomes "The bear sees a bird."). This technique can also be used to assess whether the listeners are paying attention ("Blue bear, blue bear, what do you see?).
- *Reading of text with syntax simplification*—When the sentence structure is too difficult for children, the adult reader simplifies the story line ("*The sparrows implored Peter Rabbit to exert himself*" becomes "The birds told Peter to try harder.").
- *Tag questions*—This is used frequently in conversations with children and, to some extent, it helps bridge children's understanding and gain agreement ("That's a dog, isn't it? He likes red cars, doesn't he?").
- *Direct questions*—These are used to provide information to the adult about what children understand ("What is she doing?" or "What color is that?").
- *Story retelling*—The adult reader summarizes the story or encourages the child to tell the story ("Peter got stuck in the garden and almost got caught.").

All these scaffolding techniques are useful in promoting language and literacy development. They are helpful in expanding children's vocabulary, sentence structure, speech, and emerging literacy skills.

Wrap Up

Young children demonstrate fairly predictable patterns and skills as they develop language and emerging literacy. A strong foundation in language is important for the development of literacy. When children's skills are facilitated through developmentally appropriate activities in early childhood settings, children experience more success in learning to read and write when formal literacy instruction begins. Children who experience difficulty developing language skills may also experience similar difficulty in learning literacy skills; adult guidance is vital in helping to build these skills.

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CHAPTER 4

Activities to Build Language Use

Well-developed language skills, print awareness, and phonological awareness are necessary for reading and writing development. As has been discussed, early literacy skills begin in infancy and continue to develop during the early childhood years. Therefore families, caregivers, and educators are valuable resources in promoting the development of language and literacy.

Early childhood programs should not replicate the formal reading instruction provided in elementary school. Instead, these programs need to include experiences that promote emerging literacy including children's development of vocabulary and reasoning skills, listening comprehension, expanded sentence structures, sense of story, sensitivity to the sounds of language, concept understanding, and print awareness. Critical, too, are experiences that motivate children to read and experiences that also reflect diversity among people, places, things, and ideas.

The activities in this chapter provide fun, effective, and engaging ideas to facilitate the development of children's language skills through literacy. All of the activities have been successfully used with young children to enhance the development of their language skills. Each activity includes:

- A Primary Purpose (shaded column) that highlights specific language skills

- A Secondary Purpose(s) that suggests specific skills in the areas of rhyming, blending, and segmenting (these skills are discussed in Chapter 5) and print awareness (see Chapter 7 for more information) that can also be incorporated. (Appendix F has a cross-reference listing of all activities' primary and secondary purposes; Appendix G has a detailed approach for how to teach writing to young children for activities that introduce print development.)
- List of needed materials
- A description detailing the steps and procedures for completing the activity, including strategies for age adaptations
- Activity alternatives that can be used to extend or modify the activity
- Links for families, describing ways to promote their participation
- Target outcomes for 3- to 4-year-old and 5- to 6-year-old children that describe skill attainment at differing levels of development

Activities in This Chapter

- Awesome Athletics
- Bear Hunt
- Brown Bear Alive Book
- Bus Book
- Choice Book
- Daily Activity Plan
- Family Photo Album
- From Head to Toe Alive Book
- Give a Moose a Muffin Circle Story
- Itsy Bitsy Spider Crawl
- Kidpacks: Opposites
- The Mitten Pattern Story
- Napping House Picture Stack
- The Peanut Butter and Jelly Book
- The Shadow Book
- Show and Tell Book
- The Slide Book
- Very Busy Spider Alive Book
- We're Having a Puppet Show
- Who Do You See?
- Zoo Animal Photo Album

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Awesome Athletics

Language Use

- Spatial concepts

Rhyming

Blending

Segmenting

Print Awareness

- Print development Narratives
- L–R sequencing
- 1:1 word correspondence

Materials

- Multipurpose room (such as a gym) set up with a variety of gymnastics mats, low balance beams, gym wedges, large hoops, jump ropes, cones, bean bags, scooters, etc.
- A recording of the National Anthem and the means to play it (e.g., a tape player)
- American flag and a flag holder
- One of the following for each child:
  - Athlete Certificates (see blackline master, following)
  - Athlete medals: Make these with ribbon, puffy paint, and frozen juice can lids. Use a hammer and a large nail to punch a hole at the top of the juice can lid. Thread a ribbon through it and secure the ribbon by knotting it at the end. From left to right the top athlete ring colors are *blue*, *black*, *red*. The rings below are *yellow*, *green*. Add the year with puffy paint.
- Bookmaking materials (paper, watercolor paints, brushes, pencils)
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling, comb binding)

Description

This activity focuses on spatial concepts and gross motor skills. Prepare certificates and medals in advance. On the day of the Awesome Athletics, set up events in a multipurpose room. Events may include:

Special thanks to Ruth Hughes.

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(1) scoot **around** cones, (2) roll **down** a gym wedge, (3) toss bean bags **through** a hoop, (4) jump **over** a rope, (5) hop **between** cones, and (6) walk **forward** and **backward** on a balance beam. (See sample list of events following.) While giving directions, emphasize the spatial concepts involved in the activities (the boldface words in the preceding description). After all events have been completed, line up the children, hand out the medals and certificates, and listen to the National Anthem. Upon returning to the classroom, have the children paint a picture and write (or narrate) what they experienced at the Awesome Athletics. As a class, make a book of the athletes' experiences.

Photo by L.A. Noble

Activity Alternatives

Think of ways to adapt events to include children with mobility challenges.

Linking Families

1. Invite parents to assist with or be spectators at the Awesome Athletics.
2. Have children share the Awesome Athletics book with their families.

Target Outcomes

Ages 3-4:

1. Follow spatial concept directions
2. Relate narratives using two to three events
3. Write using mock or random letters
4. Use left to right sequencing when following words in a book

Ages 5-6:

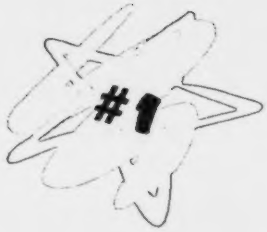
1. Follow spatial concept directions, describe action
2. Relate narrative using four to five events
3. Write using random letter strings; semiphonetic or phonetic spellings
4. Use 1:1 word correspondence while reading words

Awesome Athletics Events

Children scoot **around** the cones on scooters. When one scooter board gets to a designated point, another scooter begins.

- Four to five scooters
- Four orange cones placed around the room

NOTE: An orange cone placed at the starting point of each event helps children organize and know where to begin.



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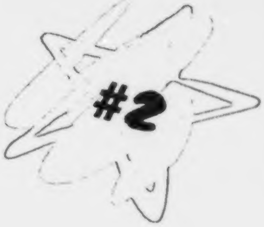
Children roll ("log roll" style) **down** a gym wedge, their bodies parallel to the floor.

- One orange cone
- Large wedge-shaped gym mat



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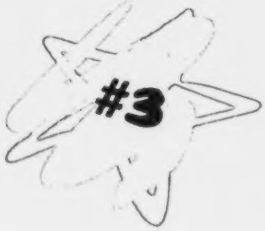
Children toss bean bags **through** hoops.

- One orange cone
- Five hoops
- Twelve small bean bags



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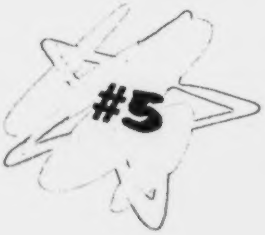
Children bounce (on a rubber ball with a handle) or hop **between** the cones.

- Four orange cones
- Two to three bouncing devices that children can sit on, hold the handle, and hop

……

Children walk **forward**, then **backward** on the low balance beam. Children hop off, then "present" with arms up, using the standard gymnast's finish.

- One orange cone
- One low balance beam



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Awesome Athletics

Awarded to

____

(Athlete)

____

(Official)

____

Date

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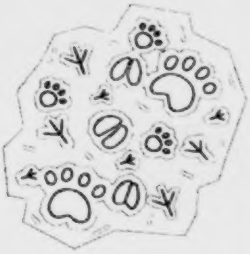
Bear Hunt



Materials

- The book *We're Going on a Bear Hunt* by Michael Rosen and Helen Oxenberry
- Materials for making bear hunt events, such as:
    - grass (green streamers)
    - river (collapsible tunnel or water trough)
    - mud (make brown "Muddy Gak" [see blackline master, following, for recipe])
    - forest (paper trees)
    - snowstorm (a fan and some ripped white paper, tissue paper, or confetti)
    - cave (large table covered with a blanket or black garbage bags)
    - bear (large stuffed bear, or adult in a bear costume)
- Paper and markers for book pages
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding material

Description

This activity is designed to encourage children to repeat the pattern of the story, as well as to act out the story. Read the story to the children several times so they are able to participate in the rhythm and pattern of the story line. You should lead the group by alternately clapping hands on legs, hands, legs, hands, legs, hands, etc., together in a rhythmic pattern while reading the story *We're Going on a Bear Hunt*.

Language Use

- Sentence pattern
- Spatial concepts

Rhyming

Blending

Segmenting

Print Awareness

- Print developmen
- L–R sequencing
- 1:1 word correspondence

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(NOTE: In this book the definition of "hunt" is to search or look for a bear with your eyes, only. There are no guns or pictures of guns.) Use gestures to demonstrate spatial actions during the story chant. While doing the clapping pattern, you chant one line of the story and have the children repeat the line. For example, you say, "We're going on a bear hunt," and the children repeat, "We're going on a bear hunt." You say, "We're going to catch a BIG one!" and the children repeat, "We're going to catch a BIG one!" Continue the story line through the rest of the book while repeating the leg-hand clapping pattern.

When the children are familiar with the story and events, go on a bear hunt in the classroom. Create the simulated bear hunt using the suggested materials in the preceding list, or others of your choosing. Line up the children and walk through the classroom. Have the children act out the bear hunt from the story while saying the story's sentence patterns.

After going on the bear hunt, have the children draw a picture of what they saw and write (or narrate) the description. Create a classroom book with the children's pages.

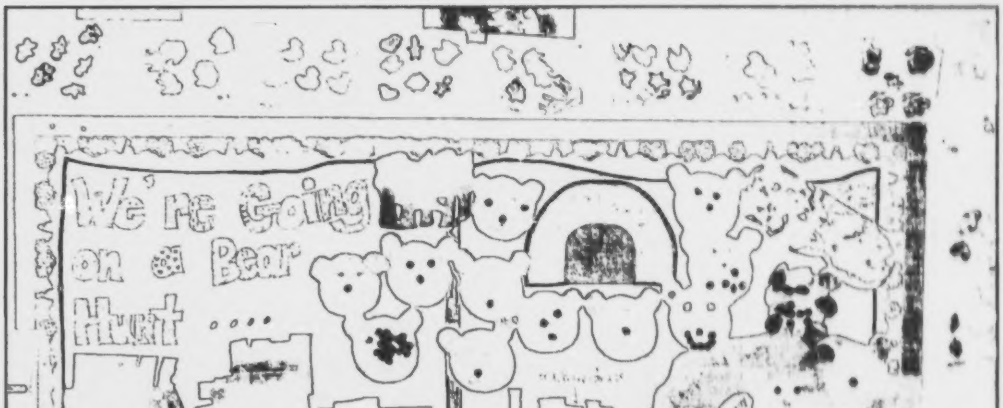

Photo by Stacy Jepson.

Activity Alternatives

1. Brainstorm other things that you could see while going on a bear hunt. Have children draw their ideas, write narratives on the drawings, and create a classroom book. The classroom book can be made with poster board.
2. Have children draw pictures on big pieces of poster board together in cooperative groups; use these to make a big Bear Hunt book.

Linking Families

1. Ask a parent to videotape your bear hunt, and then show the event at an open house or parent/teacher conference.
2. Share the book *We're Going on a Bear Hunt* and your Bear Hunt classroom book with families.

Target Outcomes

Ages 3-4:

1. Repeat sentence pattern in story
2. Use gestures to demonstrate spatial concepts
3. Write using mock or random letters
4. Use left to right sequencing when following words in a book

Ages 5-6:

1. Repeat sentence pattern in story
2. Use gestures to demonstrate spatial concepts
3. Write using random letter strings; semiphonetic and phonetic spellings
4. Use 1:1 word correspondence while reading words

MUDDY GAK

Ingredients:

1 cup school glue
3/4 cup water
1/2 cup water (additional)
1 tsp Borax®
2 bowls
Food coloring:
(a few drops of each)
- Yellow
- Red
- Blue

1. In a bowl, stir together glue, 3/4 cup water, and yellow, red, and blue food coloring.
2. In second bowl, mix 1/2 cup water and 1 tsp Borax.
3. Pour Borax mixture into first bowl and stir for several minutes.
4. Let stand for one hour at room temperature.

SQUELCH, SQUERCH, SQUELCH, SQUERCH . . .

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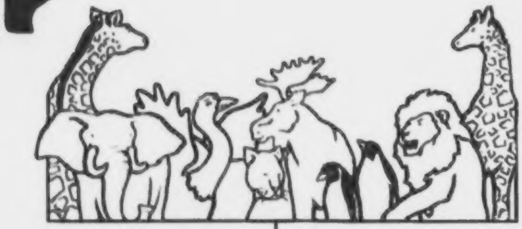
Brown Bear Alive Book



Materials

- The book *Brown Bear, Brown Bear, What Do you See?* by Bill Martin
- Pictures or puppets of the animals in the book, or other animals of your choosing
- Paper and crayons (for the children to draw their own animal pictures)
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials
- Optional: make bear and other animal masks

Description

Read the book *Brown Bear, Brown Bear, What Do You See?* to the children several times until they are able to repeat the sentence pattern. Have children draw their own animal pictures, or use ready-made animal pictures. Have the children stand in a line, each child holding one animal picture. You begin the "alive" story by asking the first child in the line what is seen by the animal whose picture he or she is holding. For example, if the child is holding a picture of an alligator you ask, "Green alligator, green alligator, what do you see?" That child looks at the second child in line to see what animal is next and responds by saying, "I see a white lion looking at me. White lion, white lion, what do you see?" The second child, who is holding a lion picture, responds by saying, "I see a (the third child's animal) looking at me..." Continue until all children have had a turn participating in the activity. Then create a classroom book or individual books, having the children write (or narrate) and illustrate the pages.

Language Use

- Sentence pattern
- Color concepts

Rhyming

- Verse

Blending

- Words to sounds

Segmenting

- Sounds to words

Print Awareness

- Print development
- L–R sequencing
- 1:1 word correspondence

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Activity Alternatives

1. Have the children draw animals to make a wall storybook.
2. Make a classroom book using children's photographs and their names in the sentence pattern (see the activity "Who Do You See?" in this section).
3. Segment and blend the names of the animals into sounds and syllables.

Linking Families

Have the children draw animal pictures and make their own book to share with their families.

Target Outcomes

Ages 3-4:

1. Repeat rhyming sentence pattern in book (pronoun "I," question forms)
2. Identify and name colors
3. Use left to right sequencing when following words in a book
4. Write using mock or random letter strings
5. Blend and segment animal names with assistance

Ages 5-6:

1. Create new rhyming verses using the sentence pattern in the book
2. Use 1:1 word correspondence while reading words
3. Write using random letter strings; semiphonetic or phonetic spellings
4. Blend and segment animal names

Bus Book

Materials

- Regular or digital camera to take photographs of bus parts (wheels, lights, horn, door, windows, etc.)
- 12" x 18" yellow construction paper cut into the shape of a bus (one sheet per verse)
- Construction paper for children to make various bus parts
- Scissors and glue
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

Sing the song "The Wheels on the Bus" frequently until the children are able to participate in singing the verses. Take pictures of the various bus parts, using a regular or digital camera. Have the children draw their own idea of various bus parts and cut them out (e.g., wheels, horns, wipers, a picture of themselves, doors, etc.). Print the words of the song for the story line of your Bus Book. Put the pages of the Bus Book together, placing a photograph on the left side of each book page and the children's coinciding bus parts and the corresponding words of the song on the right side.

Language Use

- Sentence pattern

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

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Activity Alternatives

1. Make a song card with pictures that correspond with the parts of the song.
2. Make a class book illustrating the pictures and stories of the children on the bus.

Linking Families

Have children share the Bus Book with their families.

Target Outcomes

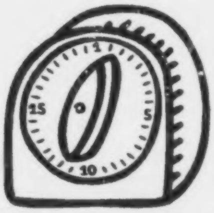
Ages 3-4:

1. Repeat sentence pattern in the class book
2. Use left to right sequencing when following words in a book

Ages 5-6:

1. Repeat sentence pattern in class book
2. Use 1:1 word correspondence while reading words

Choice Book



Materials

- Regular or digital camera to take pictures of children in the class demonstrating one of the ten Choice Book problem-solving strategies
- Photographs of the students portraying prosocial skills
- Ten pieces of different-colored paper for book
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials
- Parent letter (see blackline master, following)
- Book Checkout (see blackline master, following)

Description

The Choice Book offers children strategies to solve problems that occur frequently in the classroom and at home. Children learn prosocial skills that help them interact positively and get along with others, a lifelong skill. Children learn to say the problem-solving vocabulary (such as "What's wrong," "I need help," "May I have a turn, please?", and "I want that toy, please") that enables them to generalize these skills across various environments such as home, school, and community.

Make the Choice Book during the first couple of weeks of the school year. That way, children can begin learning the prosocial skills as soon as possible. Take photographs of students engaged in appropriate, desirable target behaviors. Be sure to include each student in the class in at least one of the pictures. Glue the ten photographs to ten

Language Use

- Sentence structure
- Problem-solving concepts

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Modified and adapted from an idea used by the University of Minnesota Child Care Center.

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different-colored pieces of paper, one photo per page. Then write or type the words "I can . . . " above each photograph. Below each picture, write the words that describe the picture (e.g., "I can . . . (picture) . . . wait for a turn by setting the timer"). Combine all the pictures and descriptions into a class book. Laminate the Choice Book so that it can withstand a lot of use by children. Keep the Choice Book in the classroom library or some designated area where children can access it easily.

Suggested prosocial target behaviors and vocabulary to include in the Choice Book are:

1. Use "good manners words" or sign language to ask for a toy
2. Take turns with a friend
3. Wait for a turn by setting the timer
4. Wait for a turn by counting
5. Trade toys with a friend
6. Share with a friend
7. Work or play together
8. Talk about my feelings
9. Walk away from someone who is bullying
10. Ask an adult for help

Initially, you should model how to use good decision-making skills with the Choice Book. Here is an example:

> Jacob wants a turn at the computer, but the computer center is full. Jacob begins to stomp his feet because he is frustrated. You say to him, "Jacob, it looks like you want a turn at the computer. Look, Molly and Sonja are already working at the computer. What can you do? Here is the Choice Book. What are some things you and your friends are doing in these pictures?" Have Jacob point to various pictures and/or describe verbally what skills children are using in the Choice Book. You read skills and expand on what Jacob says: "Oh, that is a great idea! You could ask Molly if you could have a turn when she is done. In fact, we could set a timer. Let's tell Molly that when the timer goes off, it will be time for her to choose a different center, and it will be your turn to work on the computer." You should monitor the timer initially. You should also encourage and model good manners, such as saying "excuse me," "please," "thank you," and "you're welcome."

As each child acquires the ability to use the Choice Book and its strategies independently, you can fade your guidance. Acquisition of the skills also leads to children's using the skills without the visual assistance of the book itself. Soon children are able to say, "I want a turn at the computer. I know, let's set the timer!"

Activity Alternatives

1. Use other prosocial skills that are appropriate and that meet the unique needs of your students and classroom or school.
2. Add other skills throughout the school year as necessary.

Linking Families

1. At the beginning of the school year, send a letter home to families explaining the purpose of the Choice Book (see blackline master, following).
2. Ask parents to encourage problem-solving skills at home and to praise children when they use those skills.
3. Send notes home to parents when their child uses the problem-solving strategies at school.
4. Make a duplicate Choice Book that children may check out and take home to enjoy with their families (see blackline master, following).

Target Outcomes

Ages 3-4:

1. Use problem-solving vocabulary
2. Use left to right sequencing when following words in a book

Ages 5-6:

1. Use problem-solving vocabulary
2. Use 1:1 word correspondence while reading words

Dear Families,

Our class would like to introduce you to the Choice Book. The Choice Book offers children strategies to solve problems. Children may use the Choice Book as a tool to decide how they can effectively deal with a variety of situations that occur frequently in the classroom and at home.

The Choice Book provides visual cues and words that children may touch, sign, or describe verbally. Each photograph in the book portrays children using desirable social skills to interact with their peers and to prevent or resolve conflicts. Examples of positive strategies include: using "good manners words" or sign language to ask for a toy; taking turns with a friend; waiting for a turn by setting a timer or counting; trading toys; sharing; working or playing together; describing feelings; walking away from someone who is bullying; and asking an adult for help.

Teachers at our school will initially model how to use good decision-making skills with the Choice Book. As each child acquires the ability to use the book and strategies independently, teachers fade their guidance. The Choice Book is located in the classroom library for everyone to read or to check out and take home. If you have more ideas to add to the Choice Book, we would love to have you share them with us.

Sincerely,

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Classroom Book Checkout

Please remember that books may be checked out for a maximum of two weeks.

OUT	IN	Book Title	Child/Parent Name	Teacher Initials

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Daily Activity Plan

Materials

- One 5" x 40" colored tag board
- Regular or digital camera to take photographs of daily activities
- Rubber cement
- Hook-and-loop fastener tape

Description

Take pictures of the children doing routine activities throughout the day. Sample ideas include: Circle Time, Project Time, Recess Time, Story Time, Snack Time, Workshop Time, Cleanup Time, and Going Home Time. Arrange the photos horizontally on a piece of tag board, beginning with the first activity of the day and ending with the last. Attach the photos to the tag board using hook-and-loop tape, glue, or whatever best meets your needs. Title each photograph with the event's name. Place the Daily Activity Plan in an area that allows easy child/adult access.

Activity Alternatives

Instead of photographs, use drawings of the activities on index cards.

Linking Families

Send a daily classroom schedule home to families.

Language Use

- Time concepts

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence
- Word recognition

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Target Outcomes

Ages 3-4:

1. Describe events using temporal order (1st, 2nd, 3rd, next, last) with assistance
2. Use left to right sequencing when following pictures and words

Ages 5-6:

1. Describe events using temporal order (1st, 2nd, 3rd, next, last)
2. Use 1:1 word correspondence while reading words
3. Recognize words on event pictures

Family Photo Album

Materials

- Photo album cover
- Photo album pages (one per child)
- Stickers, stamps
- Pens, markers
- Glue, tape
- Construction paper or other colored paper
- Child and family pictures of important events, favorite activities, pets, friends, relatives
- Letter home to families (see blackline master, following)

Description

The Family Photo Album is a homework assignment for families. It encourages family involvement in the school setting. Parents and children design their unique photo album pages to send back to school and to share with the entire class. Begin the activity by sending a blank photo album page and a letter home to families describing the activity or homework assignment (see blackline master, following). Parents and children design, decorate, and write about or label selected pictures for a photo album page to share with the class, then children bring their decorated photo pages to school and share them with their classmates. Photo album pages are then placed in a Family Photo Album located in the classroom library. Children can talk about the photographs, "read" the descriptions under each picture, tell stories of the events in the photos, look at pictures of family members when they miss them, and simply enjoy the album!

Language Use

- Using descriptors
- Narratives

Rhyming

Blending

Segmenting

Print Awareness

- Print development
- L–R sequencing
- 1:1 word correspondence

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HINT This is a great tool for children who may have a difficult time transitioning from home to school. It allows children to see pictures of their family when they are missing them.

Activity Alternatives

Use a digital camera, scanner and computer, or color copier to make duplicates of the photo album pages and display them on a class bulletin board. Making duplicates is an option for families who may be concerned about submitting their original photos.

Linking Families

1. This activity is specifically designed to involve families in the classroom, to make them feel welcome, and to ease children's transition from home to school.
2. For children whose parents do not live together, give them two photo album pages, one for each family.

Target Outcomes

Ages 3-4:
1. Use descriptive words in sentences when talking about photographs
2. Use three to four sentences to describe a photo album page
3. Use left to right sequencing when following words in a book
4. Write using mock or random letter strings

Ages 5-6:
1. Use descriptive words in sentences when talking about photographs
2. Use five to six sentences to describe a photo album page
3. Use 1:1 word correspondence while reading words
4. Write using random letter strings; semiphonetic and phonetic spellings

Dear Families,

Our class is making a Family Photo Album. We would like you and your child to create a page for the book, using the photo album page provided with this letter. Complete both sides of the page. With your child's help, choose photographs of favorite activities, events, pets, friends, relatives, stories, toys, memorabilia, your home, and anything else you would like to share with the class. On the page, please include your child's name and age. Ask your child to tell you about each picture, and then write what he or she says below the picture. Encourage your child to label pictures by "writing" below them as well. Please send your page back to school as soon as possible.

Children can share their photo page with the class during Show and Tell at circle time. We will then gather all of the pages and put them into an album that will remain in the classroom library for you and the children to enjoy. At the end of the school year, children will be able to take their pages home. This is a fun family project. Thank you for your help. We look forward to seeing your family page.

Sincerely,

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From Head to Toe Alive Book

Materials

- The book *From Head to Toe* by Eric Carle
- Construction paper
- Regular or digital camera to take photographs of children portraying animal actions
- Pictures of various animals (different animals than those in the book)
- Pens, pencils (optional—computer and printer)
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

This activity encourages children to identify animal names, animal sounds, and action words. It also promotes positive self-esteem and self-confidence by encouraging children to use the statement, "I can do it!"

Read the book *From Head to Toe* as a repeated reading for several days. Discuss how each animal moves in the story. Gather pictures of other animals in motion from magazines, clip art, or other sources. Cut them out and show them to the children. Then, using a regular or digital camera, take pictures of students imitating animal actions. For example, show the children a picture of a snake slithering, then have one child slither like a snake on the ground and take a picture of him or her. Develop the pictures or print them out on the computer. Glue a picture of an animal on a piece of construction paper, then write a

Language Use
- Animal concepts
- Action words

Rhyming

Blending

Segmenting

Print Awareness
- L–R sequencing
- 1:1 word correspondence

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Phto by L.A. Noble.

statement above the picture describing the animal and what it is doing. For example, use a picture of a snake and write, "I am a snake, and I slither on the ground. Can you do it?" Then on the next page glue a picture of the child doing the action, and write the words, "Jamie can do it!" Continue until all the children are mentioned and then compile the pages into a book. Laminate and bind the book so that it can withstand a lot of child use.

Activity Alternatives

1. Use a computer to type the words of the story. Print the words out and glue the text beneath each photograph.
2. Have children write the actions below each picture.
3. Have several children imitate the animal motion at the same time. Take their picture as a group.
4. Read the book *Quick as a Cricket* by Audrey Wood to the children. Have the children come up with their own animals and feelings and take pictures of the children portraying those emotions.

Linking Families

Keep the From Head to Toe Alive Book in the class library. Share it with families when they come to the classroom, or let the book be checked out and taken home to be enjoyed by everyone (use the Classroom Book Checkout blackline master from the Choice Book activity).

Target Outcomes

Ages 3-4:

1. Repeat sentence pattern
2. Identify animal name, sound, and action
3. Use left to right sequencing when following words in a book
4. Identify written name(s)

Ages 5-6:

1. Repeat sentence pattern
2. Identify animal name, sound, and action
3. Use 1:1 word correspondence while reading words
4. Identify written name(s)

Give a Moose a Muffin Circle Story

Language Use

- Narratives

Rhyming

Blending

Segmenting

Print Awareness

Materials

- The book *If You Give a Moose a Muffin* by Laura Joffe Numeroff
- Pictures for events in the story (see blackline masters, following)

Description

Copy, color, and cut apart the pictures from the following blackline masters that correspond to the events in the story. Have the children sit in a circle on the floor while reading the book *If You Give a Moose a Muffin*. As each event happens in the book, place the corresponding pictures on the floor, making a complete circle. Have the children retell the events of the story using the pictures.

Activity Alternatives

1. Use this activity in conjunction with the "Family Fun With Food: Muffins for Moms" Print Awareness activity in Chapter 8.
2. Repeat this same activity with other books by Laura Joffe Numeroff (*If You Give a Mouse a Cookie* and *If You Give a Pig a Pancake*).

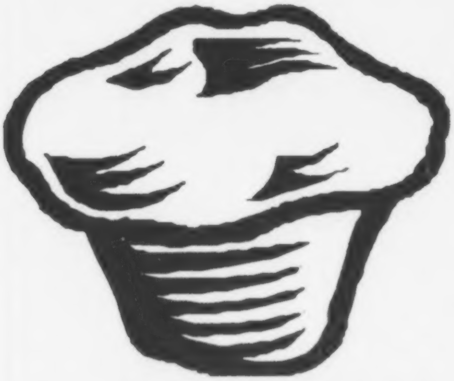
Linking Families

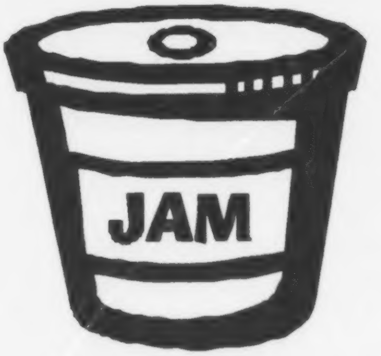
Make sets of pictures from the story for the children to color, cut out, and take home to share with their families.

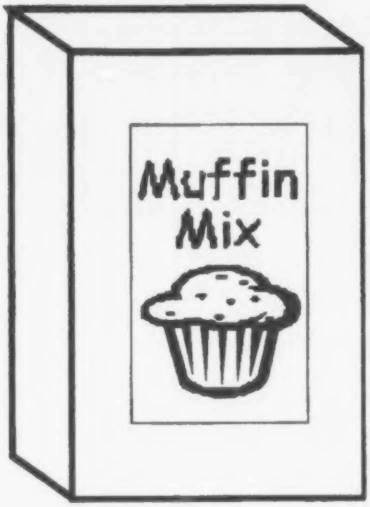
Target Outcomes

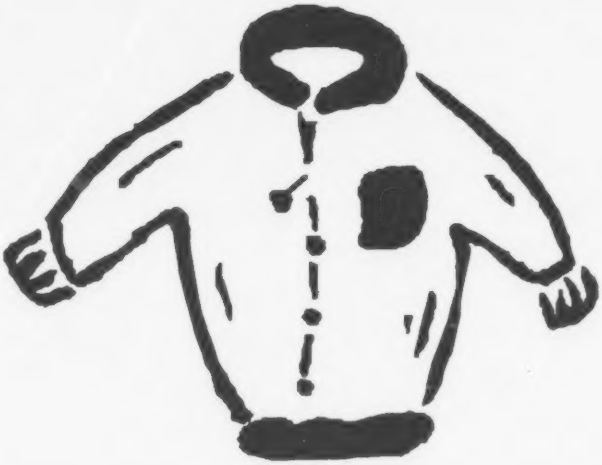
Ages 3-4:
Tell the events in the story using the pictures, with assistance

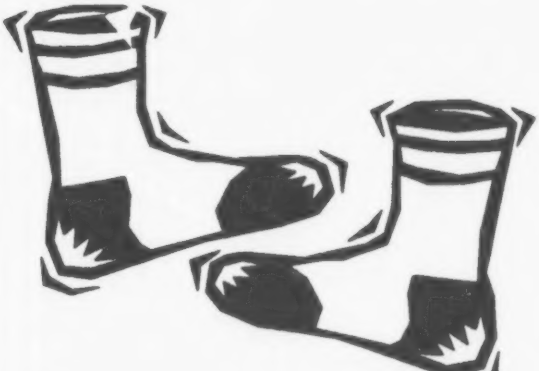
Ages 5-6:
Tell the events in the story using the pictures

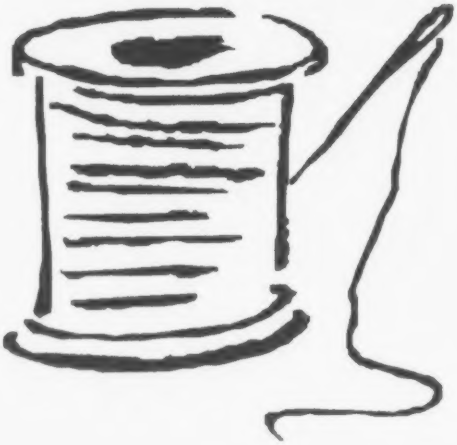












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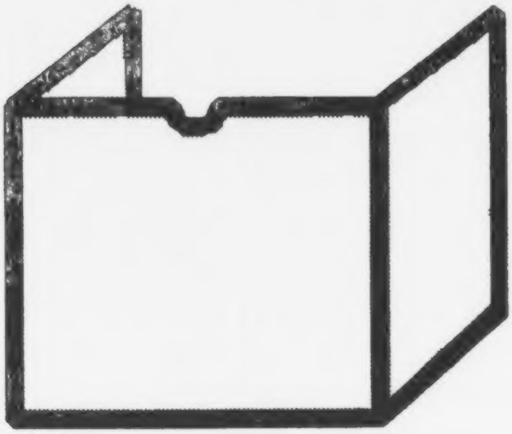

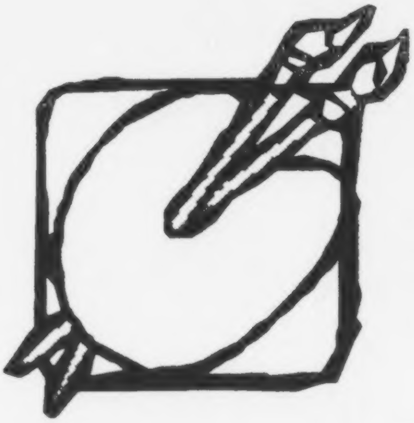

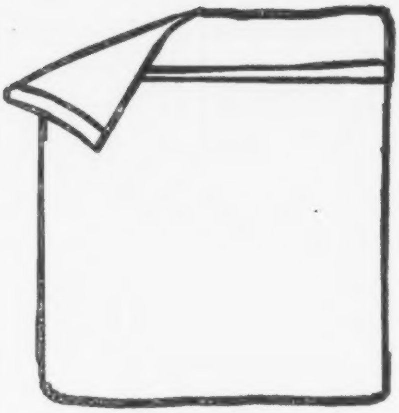

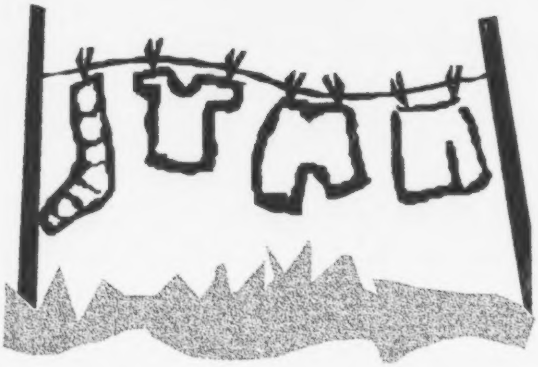

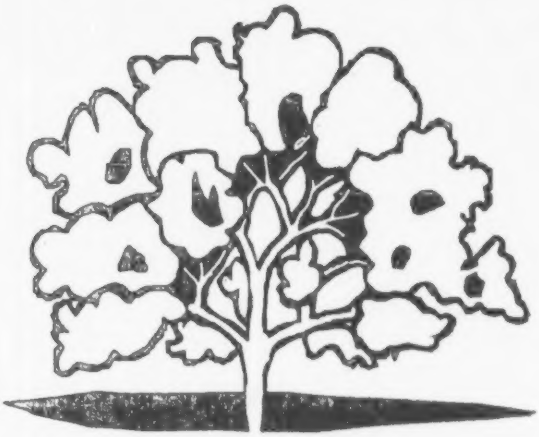

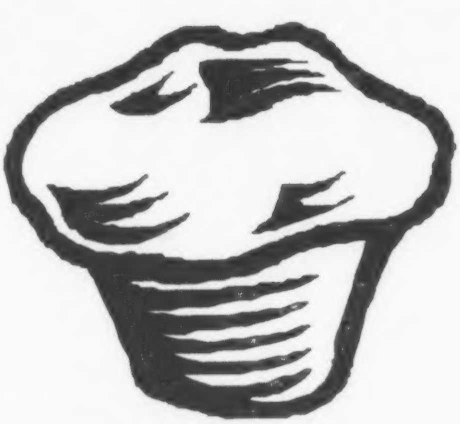

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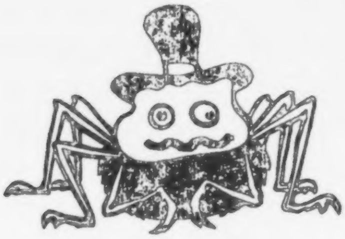
Itsy Bitsy Spider Crawl



Materials

- Spider puppet
- Classroom calendar
- The words to the song "Itsy Bitsy Spider" (see blackline master, following)

Description

During circle time, use a spider puppet to guide children in naming the month on a classroom calendar and singing the days of the week jingle ("Every week has seven days, see how many you can say, Sunday Monday Tuesday, Wednesday Thursday Friday, Saturday Hum Hum Hum, Hum Hum Hum."). Then have the spider crawl across the calendar while the children count the days of the month (one, two, three, etc.). Stop the spider on the current day's date. Begin singing the "Itsy Bitsy Spider" song and slowly move the puppet vertically up the column on the calendar to identify the day of the week. This helps children learn how to use a calendar. Use the song card to follow the words (see blackline master, following). Have the children announce today's day (Wednesday) to the spider, and have the spider applaud. Then have the children segment the names of the month and day of week while clapping their hands or slapping their knees. Then have them blend the words back together.

Language Use

- Time concepts
- Sentence structure

Rhyming

- Verse

Blending

- Syllables to words

Segmenting

- Words to syllables

Print Awareness

- Word recognition
- L–R sequencing
- 1:1 word correspondence

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Activity Alternatives

Display words for months and for days of the week in other languages like Spanish, Japanese, etc., next to the English versions. Sing the days of the week in another language.

Linking Families

Have the children make spider puppets to use with their own calendars at home and send the words to "Itsy Bitsy Spider" home, as well, so that families may sing along.

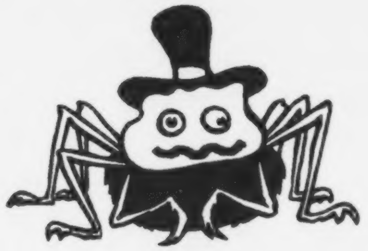
Target Outcomes

Ages 3-4:

1. Sequence the days of the week
2. Repeat sentence pattern in the song
3. Recognize the words for days and months, with assistance
4. Use left to right sequencing when reading words
5. Segment words into syllables
6. Blend words from syllables

Ages 5-6:

1. Sequence the days of the week and the months of the year
2. Recognize the words for days and months
3. Use 1:1 word correspondence while reading words
4. Segment and count syllables in words
5. Blend words from syllables



THE ITSY BITSY SPIDER
WENT UP THE WATER SPOUT.

DOWN CAME THE RAIN AND
WASHED THE SPIDER OUT.

UP CAME THE SUN AND
DRIED UP ALL THE RAIN.

THE ITSY BITSY SPIDER
WENT UP THE SPOUT AGAIN.

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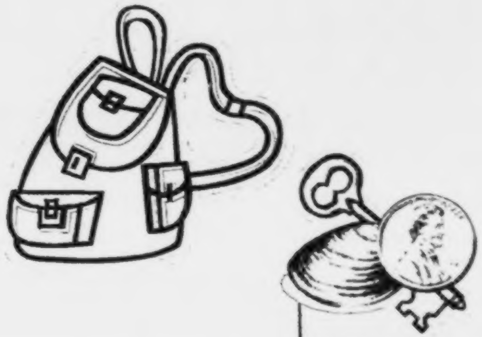
Kidpacks: Opposites



Materials

- A backpack
- Book about the concept of opposites, such as *Exactly the Opposite* by Tana Hoban
- Six gallon-sized resealable food storage bags
- Twelve 5" x 8" index cards, each labeled with one of the suggested opposite concept words (soft, hard; smooth, rough; etc.) listed following
- Miscellaneous items for each concept category (see following list)
- Ready-made opposite game cards or puzzles that can be purchased in book stores, toy stores, or educational catalogs
- Labels to put on all materials; labels should all bear your school and classroom name
- Permission slip signed by each child's parent or guardian (see following)

Description

Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill, such as opposites. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks facilitate the development of a particular concept and/or reinforce it. Kidpacks may be checked out for one week at a time.

Language Use

- Opposite concept
- Categorizing

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence
- Word recognition

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Photo by L.A. Noble.

Gather the items, label them with your school/classroom name, and put them into storage bags along with the respective labeled index cards. Children can take the packs home and sort or categorize the objects by the appropriate characteristic.

Activity Alternatives

Kidpacks may be used in the classroom.

Linking Families

Have children check out the Kidpacks to share with their families for a week at a time (see Classroom Book Checkout blackline master in the "Choice Book" activity in this section).

Caution: Kidpacks are for use with children age three and older. Because they contain small pieces, they may not be safe for younger children. Please send home the permission slip (see blackline master, following) before sending Kidpacks home with children.

Target Outcomes

Ages 3-4:
1. Sort objects into opposite categories
2. Describe items using opposite concepts, with assistance
3. Use left to right sequencing when reading words

Ages 5-6:
1. Describe items using opposite concepts
2. Use 1:1 word correspondence while reading words
3. Identify concept words written on index cards

Suggested Concepts and Items for Bags

Bag 1 Soft/Hard	Bag 2 Smooth/Rough	Bag 3 Big/Little	Bag 4 Light/Dark	Bag 5 Dull/Shiny	Bag 6 Long/Short
sponge	rope	*Different sizes of:*	*Different colors of:*	keys	*Different lengths of:*
large pom-pom	rock	playing cards (miniature/ standard)	wallpaper scraps	pennies	crayons
yarn	pencil	toy shoes	pattern blocks (small, shaped blocks)	paper clips	miniature toy animals
sheepskin	corrugated paper	dice	craft sticks (colored popscicle sticks)	glass blobs (in floral section at major discount stores)	markers
block	pinecone	doll brushes	plastic bears	metal jar lids	math manipulative rods
shell	twigs	rubber bands	unifix cubes (small interlocking cubes)	game parts	plastic straws
marble	unifix cube (small interlocking cubes)	doll mirrors	jewel beads	bolts	birthday candles
bell	sandpaper	plastic letters		seashells	ribbons
	fabric	silk flowers			
	small wood scraps	seashells			
		diaper/safety pins			

Caution: Some of the items in these lists could present a choking hazard to young children. Please ensure that an adult supervises children who use these objects.

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Kidpacks Permission Slip

Dear Families,

Our class would like to introduce you to Kidpacks. Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill—such as opposites. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks may be checked out of the classroom for one week at a time and brought home for you and your child to explore or reinforce concepts together.

Caution: Because Kidpacks were created for children who are three and older, they may contain small parts and could be hazardous for younger children. The use of Kidpacks by children of any age should be supervised at all times by an adult. If you wish to have Kidpacks sent home, please sign the consent form below and return it to school. Students are not required to use Kidpacks at home; this is just another way to make learning a fun family activity! Thanks!

Sincerely,

To Whom It May Concern:

I understand that Kidpacks are designed for children ages three and older. I understand that Kidpacks may not be safe for younger children and may pose a potential choking hazard. I will at all times supervise Kidpacks' use by children of any age. I give my child,

____,
(child's name)

permission to borrow Kidpacks from ________________________________.
(school name)

Parent Signature:____ Date:______________

Activity: **Kidpacks: Opposites**

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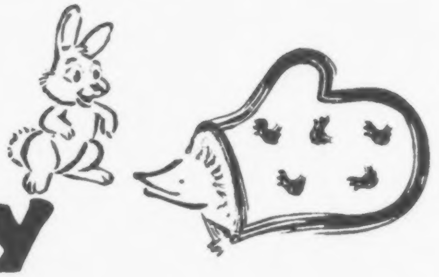
The Mitten Pattern Story



Materials

- The book *The Mitten* by Jan Brett
- Pictures of animals in the story (a set for each child)
- White construction paper for mittens (2 mitten shapes for each child; see blackline master, following)
- Hole puncher (to punch holes on mitten shape)
- White yarn to lace mitten
- Paper for sentence strips

Description

Read the book *The Mitten* to the children. Have them use the picture clues in the storybook to predict the next animal that wants to enter the mitten. Prepare sentence strips with the sentence patterns "I want to come in."; "There is no more room."; and "Scoot over." Have each child make a mitten from construction paper laced with yarn, then use sentence strips, animal pictures, and the children's mittens to retell the story using modified sentence patterns. Say:

> There was a little boy who had white mittens. He went outside to play in the snow and lost one of his mittens. It fell into the snow. Along came a mole. He said, "I want to come in." And so he crawled into the mitten. Then a rabbit came. She said, "I want to come in." But the mole said, " There is no more room." The rabbit said, "Scoot over." And she crawled into the mitten.

Language Use

- Sentence pattern
- Narratives

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

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Continue with each animal, using the sentence patterns on sentence strips, saying that it wants to go into the mitten, the others responding that there is no more room, and the animal telling the others to scoot over. At the end when the bear sneezes, dump all the animals out of the mitten. End the story by describing the little boy coming back and finding his mitten.

Activity Alternatives

1. Assign a child to be each animal. Use two sleeping bags that can be zipped together and used as one large mitten. Have the children say the appropriate lines and act out the story.
2. Have the children create another story using different animals.

Linking Families

Have children take their animal pictures and mittens home to share with their families.

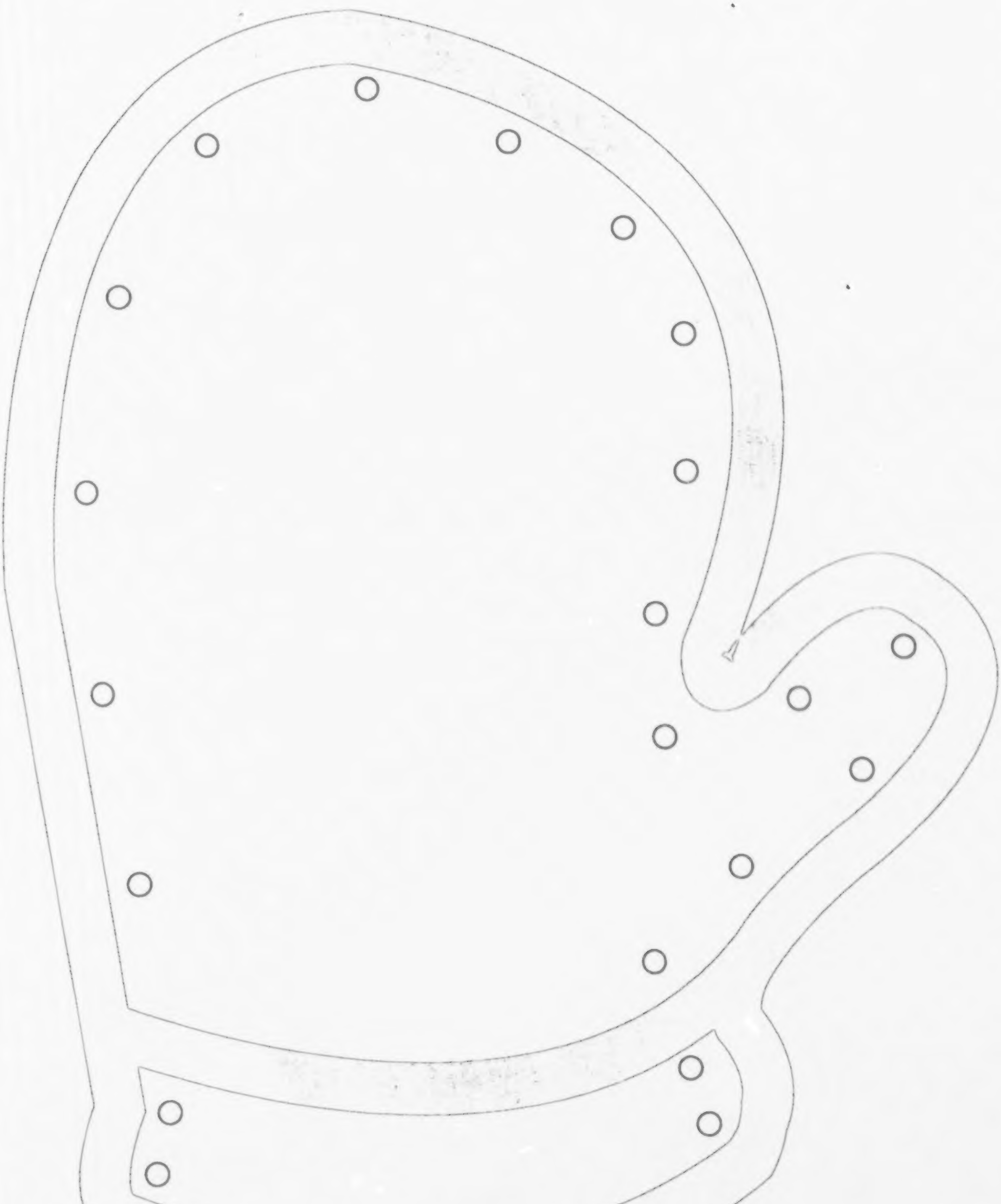
Target Outcomes

Ages 3-4:

1. Repeat the sentence pattern in the book
2. Retell the story using pictures, with assistance
3. Use left to right sequencing when reading words

Ages 5-6:

1. Repeat the sentence pattern in the book
2. Retell the story using pictures
3. Use 1:1 word correspondence while reading words



Activity: The Mitten Pattern Story

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Napping House Picture Stack

Materials

- The book *The Napping House* by Audrey Wood
- Pictures of characters and objects in the story, sequenced by size (see blackline masters, following)

Description

Prepare the pictures from the blackline masters. While reading the book *The Napping House* use the picture that corresponds to the event in the book. Stack the pictures from biggest (on the bottom) to smallest (on the top). Have the children participate in the story reading by saying the repeating sentence patterns in the book.

Activity Alternatives

In small groups, have the children use the pictures to retell the story.

Linking Families

Have the children color and cut out their own set of pictures to take home and share with their families (see blackline masters, following).

Language Use

- Sentence pattern
- Narratives
- Size concepts

Rhyming

Blending

Segmenting

Print Awareness

- L--R sequencing
- 1:1 word correspondence

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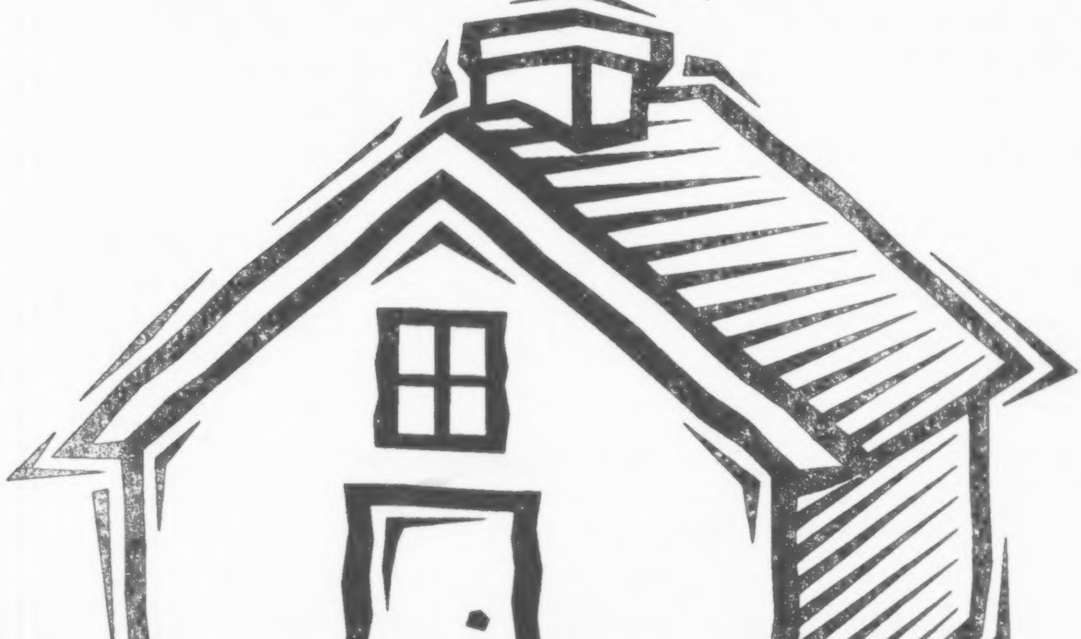
Target Outcomes

Ages 3-4:

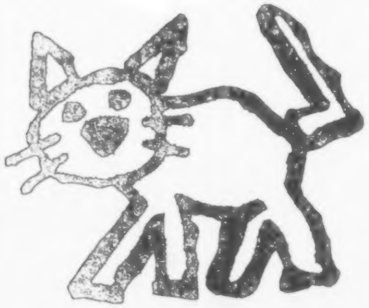
1. Repeat descriptive sentence patterns in the book
2. Retell story using pictures, with assistance
3. Use left to right sequencing when reading words
4. Sequence pictures from biggest to smallest

Ages 5-6:

1. Repeat descriptive sentence patterns in the book
2. Retell story using pictures
3. Use 1:1 word correspondence while reading words
4. Sequence pictures from biggest to smallest



house



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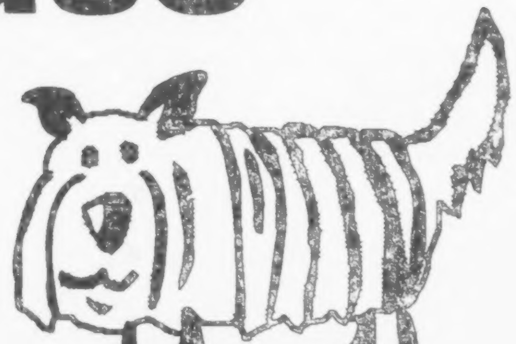

dog

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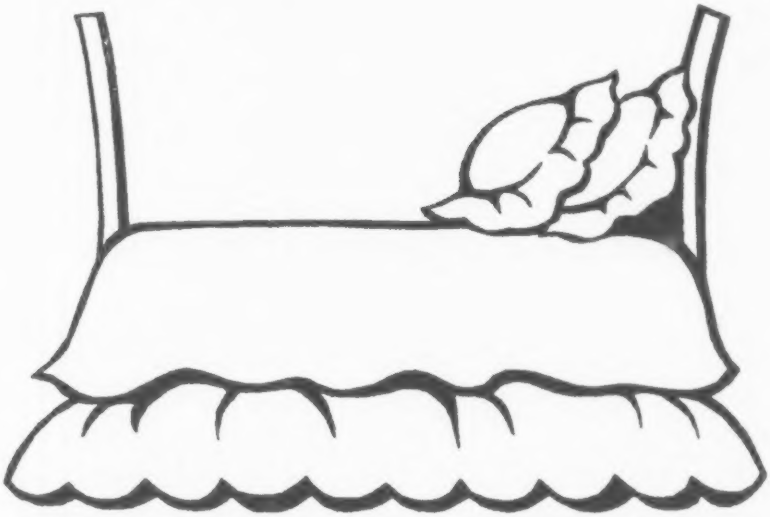

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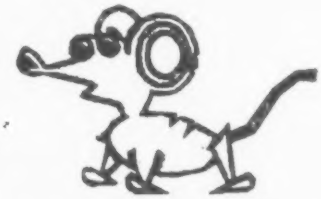

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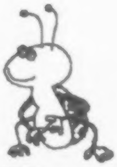

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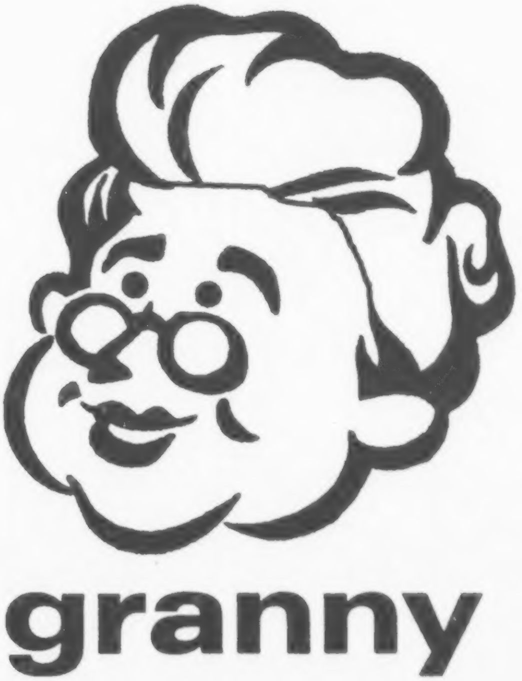
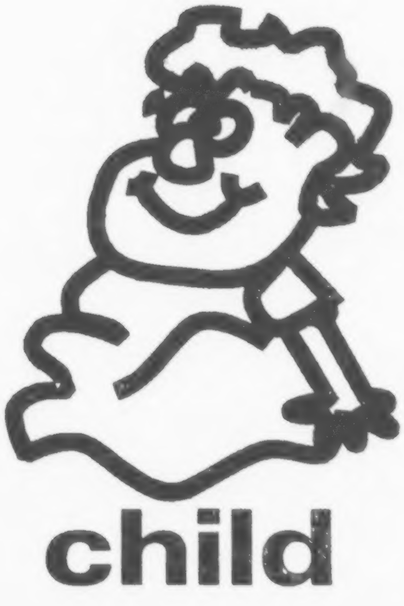


granny



child

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The Peanut Butter and Jelly Book

Materials

- The book (and words to song) *Peanut Butter and Jelly* by Nadine Bernard Westcott
- Groceries to make peanut butter and jelly sandwiches (peanut butter, jelly, bread ingredients or bread dough)
- Oven for baking bread
- Butter knives, or plastic knives with dull edges
- Paper, cut into the shape of a piece of bread (see blackline master, following)
- Crayons, markers
- Foam to be used for the book cover in the shape of a piece of bread; otherwise book finishing materials (lamination supplies or clear adhesive plastic)
- Rings to bind book; or other bookbinding materials

Description

Read the book *Peanut Butter and Jelly* and sing the song over and over with the children until they are able to repeat the verse pattern and rhythm. During a cooking activity, complete the steps of the song by "making" peanut butter, jelly, and bread. The bread dough can be made from scratch if time allows; otherwise, ready-made dough can be used.

HINT

Use dough that the children can knead. Have a second batch ready; this can be the loaf that is actually baked and eaten.

Language Use

- Sentence pattern
- Narratives
- Size concepts

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

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After making and eating the peanut butter and jelly sandwiches, have the children draw a picture of themselves on bread-shaped paper eating their sandwiches (see the blackline master, following; enlarge it to the desired size). Then have children write (or narrate) how to make a peanut butter and jelly sandwich.

Combine all the pictures and descriptions into a class book. The cover of the book can be made out of foam (cut to the same shape and size as the pages) to give the book a sandwich look.

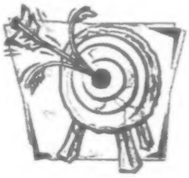
Activity Alternatives

Children can knead modeling clay for pretend bread.

Linking Families

Have children take turns sharing the Peanut Butter and Jelly Book with their families.

Target Outcomes

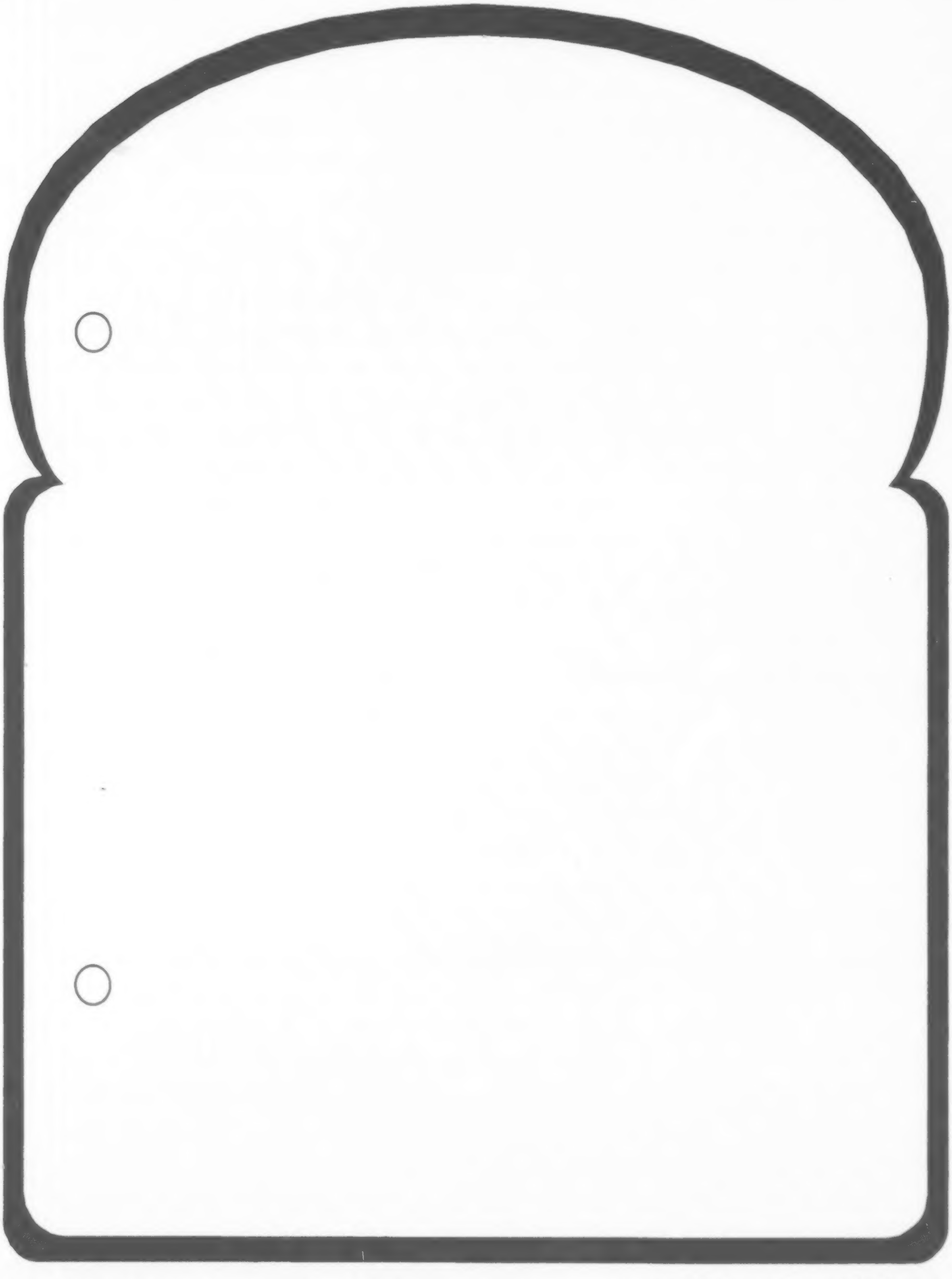


Ages 3-4:

1. Describe three to four events in a narrative sequence
2. Write using mock or random letter strings
3. Use left to right sequencing when reading words

Ages 5-6:

1. Describe four to five events in a narrative sequence
2. Write using random letter strings; semiphonetic or phonetic spellings
3. Use 1:1 word correspondence while reading words



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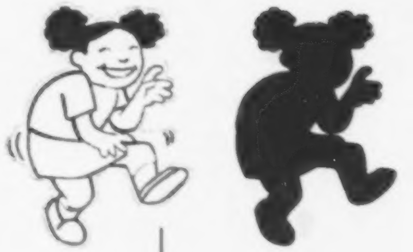
The Shadow Book



Materials

- The book *Quick as a Cricket* by Audrey Wood
- White construction paper (9" x 12") for classroom book pages
- Watercolor paints and brushes
- Regular or digital camera to take action photos of each child
- Black construction paper for shadow silhouette
- Scissors
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

Read the book *Quick as a Cricket* to the children and talk about all the things children can do with their bodies. Take action photos (e.g., jumping, sitting, rolling, standing) of each of the children with a regular or digital camera. When the photos are developed, cut out each child's body from the photo and also cut a matching silhouette using black paper (they can be cut together; simply stack the black paper behind the photo as you cut). Have the children paint on white construction paper, making horizontal sweeps with their brushes using watercolors; these will be the pages for a classroom book. Print the story line sentences for each child and glue the cut photos, silhouettes, and story line sentences on the painted pages.

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence
- Name recognition

Adapted from a classroom book made by Bev Efinger, Cherry Valley Elementary School, Polson, Montana

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Some suggested sentences are:

	Photo	Silhouette
Page 1:	Jenna is rolling.	She is rolling.
Page 2:	D.J. is spinning.	He is spinning.
Page 3:	Travis is standing.	He is standing.

Finish with "The End."

When finished, have the children "read" their book. (This one is a favorite!)

Activity Alternatives

Use different story lines to enhance other verb structures (John walks. He walks, or He walked, or He will walk) and phonological patterns such as s clusters (stands, spins, slides, swings, stares, smiles, sneezes, etc.).

Linking Families

1. Have children share the Shadow Book with their families.
2. Suggest that families make a Shadow Book using action photos of family members and pets.

Target Outcomes

Ages 3-4:

1. Repeat sentence structures in book
2. Use left to right sequencing when reading words
3. Recognize classmates' written names

Ages 5-6:

1. Repeat sentence structure in book
2. Use 1:1 word correspondence while reading words
3. Read classmates' written names

Show and Tell Book

Materials

- 9" x 12" construction paper or regular photocopier paper
- Markers or crayons
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling, comb binding)
- Regular or digital camera (optional)

Description

Have paper and markers ready for a show and tell activity. During each child's turn, write down the words he or she is using to describe the show and tell item. Help the children use correct word pronunciation and sentence structures; for example, if a child says, "I bringed a book," you can begin the sentence again by saying "You (pause)," and see if the child corrects the sentence structure by saying "brought." If the child doesn't say the correct form, then provide a choice by saying, "You bringed or you brought?" Then have the child repeat the sentence with the correct form and have him or her continue with the description. Encourage children to use enough language to fill up the paper with written words.

Have the other children ask questions of the child who is doing the describing (for example, "Where did you get it? What do you do with it?"). Photographs may be taken of the children while they are presenting their show and tell items; include these photos in the classroom book.

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

Print Awareness

- Print development

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Following the show and tell activity, have the children draw pictures of their items and label the pictures. Create a classroom book with the children's verbal descriptions, drawings, and photos.

Activity Alternatives

1. Create a wall mural with the children's descriptions and drawings.
2. Have children write their own version of their descriptions of show and tell items.

Linking Families

1. Send the children's descriptions home (those that are not bound in a classroom book or placed in a wall mural).
2. Have children make a show and tell drawing and description at home to bring to school and share for their next show and tell activity.
3. Have children take the Show and Tell Book home to share with their families.

Target Outcomes

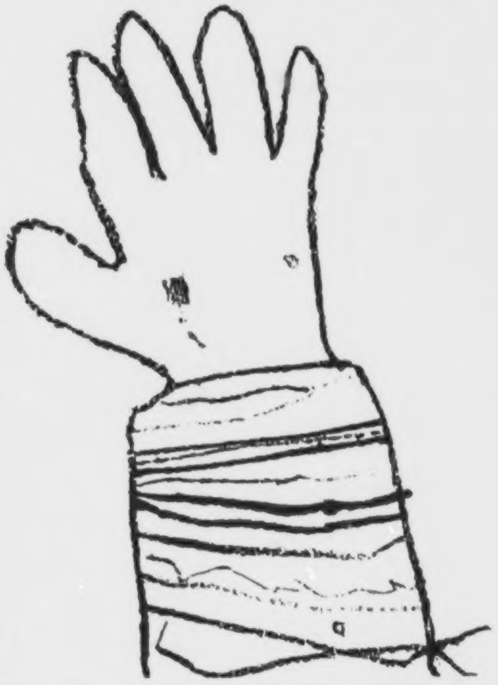
Ages 3-4:

1. Use two to three sentences to describe an item
2. Use appropriate sentence structure to ask questions
3. Write using mock or random letter strings

Ages 5-6:

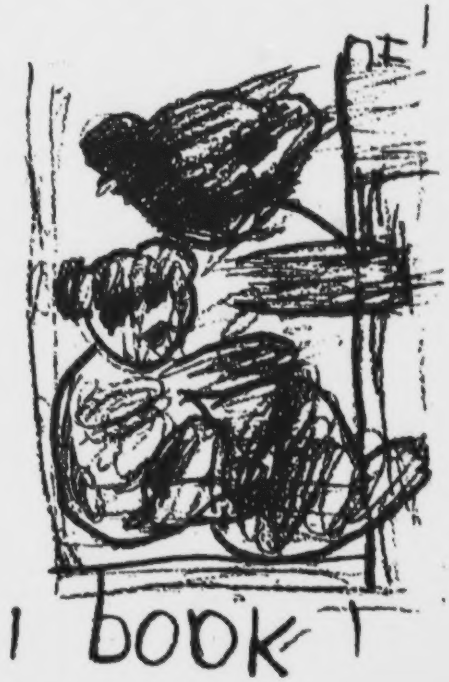
1. Use four to five sentences to describe an item
2. Use appropriate sentence structure to ask questions
3. Write using random letter strings; semiphonetic or phonetic spellings

Pedro said, "I have an owie on my hand. I hurt it on a rock."



Drawing by Kevin Catterson.

Charlie said, "I got a book. There's a koala bear on there. Turn the page, there's a spider and a snake."



Drawing by Kevin Catterson.

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The Slide Book

Materials

- Regular or digital camera to take photographs of children on a slide in different positions (on, under, behind, in front, next to, going up, going down, etc.)
- Paper to make book pages
- Glue
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

This book will help to illustrate spatial concepts. Take pictures of the children, individually or in small groups, playing on and around a slide in different positions. Print sentences that match the pictures. In addition to the spatial concepts, sentence examples may highlight pronouns or the children's names. Make the concept words in a different color than the rest of the print to highlight them. Attach the photos and sentences to the pages; if desired, the book pages can be cut into the shape of a slide. Have the children help create the Slide Book. When finished, have the book available in the classroom for children to read.

Language Use

- Sentence pattern
- Spatial concepts

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence
- Word recognition

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Activity Alternatives

Have children draw themselves on a slide or other piece of play equipment and write (or narrate) their own sentences.

Linking Families

Have children share the Slide Book with their families.

Target Outcomes

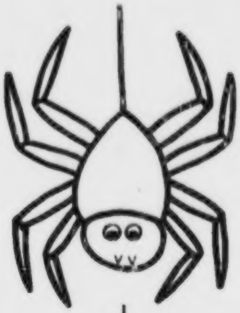
Ages 3-4:

1. Repeat sentence pattern in book
2. Follow spatial concept directions
3. Use left to right sequencing when reading words

Ages 5-6:

1. Repeat sentence pattern in book
2. Follow spatial concepts and describe action
3. Use 1:1 word correspondence while reading words

Very Busy Spider Alive Book



Language Use

- Sentence patterns
- Animal concepts
- Narratives

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Materials

- The book *The Very Busy Spider* by Eric Carle
- "Animal Big Mouth" cards (see blackline masters, following)
- Lamination supplies or clear adhesive plastic

Description

Prepare Animal Big Mouth cards by enlarging the pictures from the blackline masters, coloring the cards, and laminating them. Cut out the mouths to create a hole in each picture. Read the book *The Very Busy Spider* to the children several times, so they are familiar with the sentence pattern. Have the children re-create the story using the Animal Big Mouth cards.

Activity Alternatives

1. This book works well for a class puppet show (see the We're Having a Puppet Show Language Use activity, following).
2. Use the Animal Big Mouth cards for a letter name and letter sound activity (see the Animal Big Mouth Print Awareness activity in Chapter 8).

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Linking Families

Have the children make their own Animal Big Mouths to take home and share with their families.

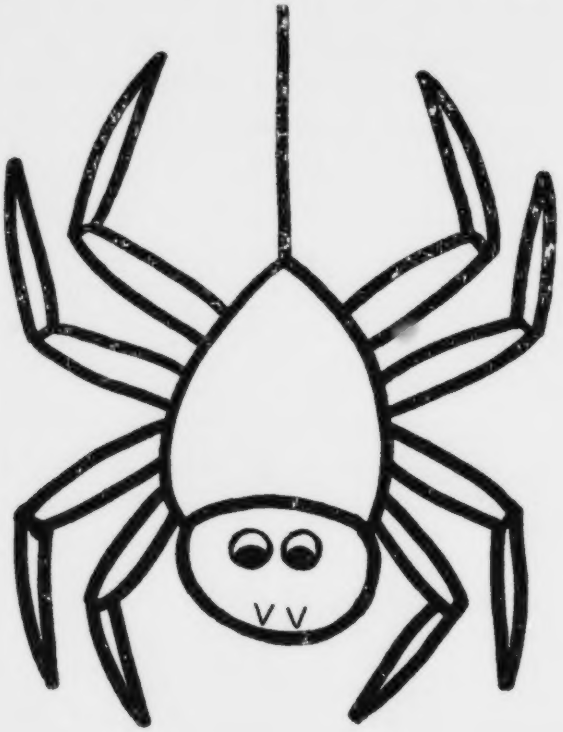
Target Outcomes

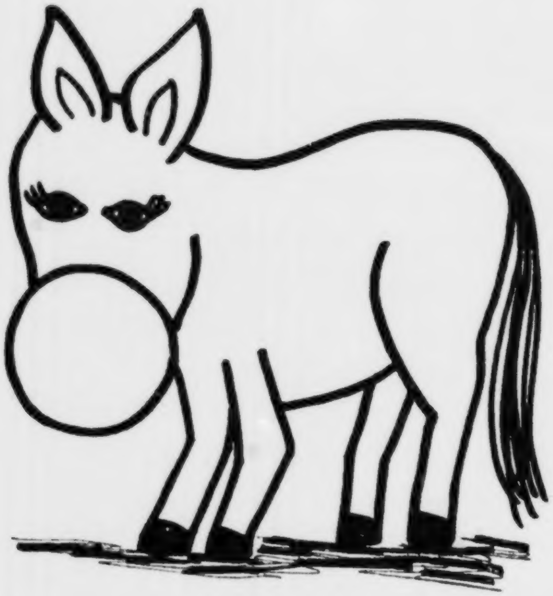
Ages 3-4:

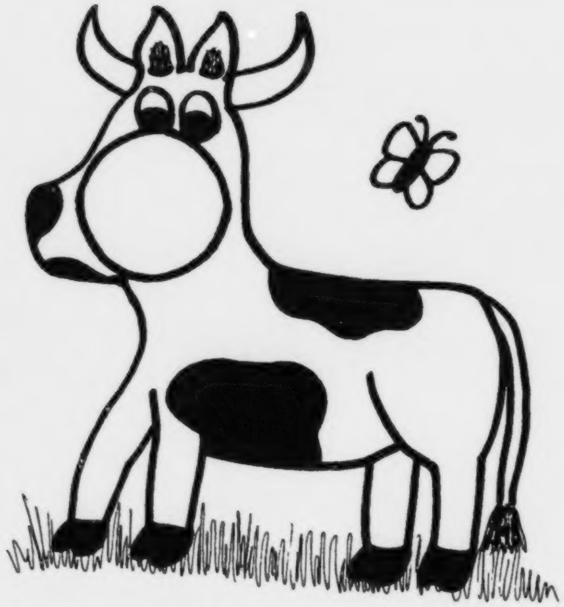
1. Repeat sentence pattern in story
2. Identify animal names and sounds
3. Retell the story using the Animal Big Mouth cards, with assistance
4. Use left to right sequencing when reading the words

Ages 5-6:

1. Repeat sentence pattern in story
2. Retell the story using the Animal Big Mouth cards
3. Use 1:1 word correspondence while reading words







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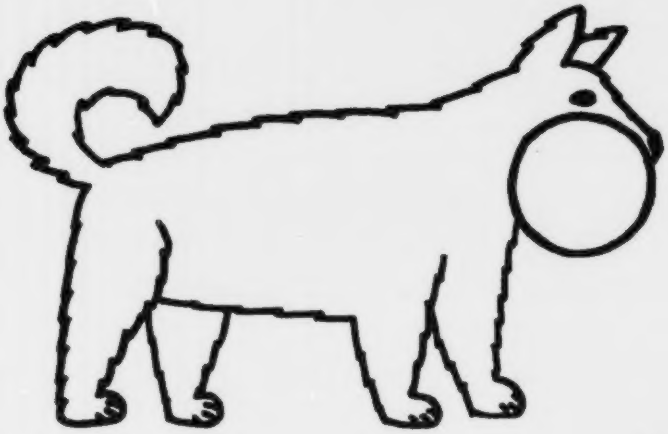

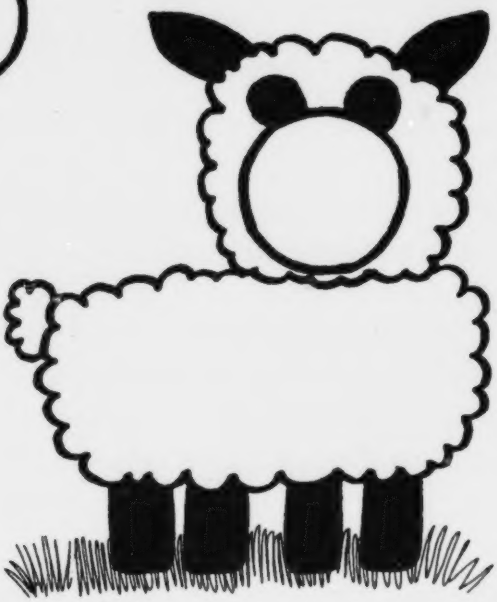

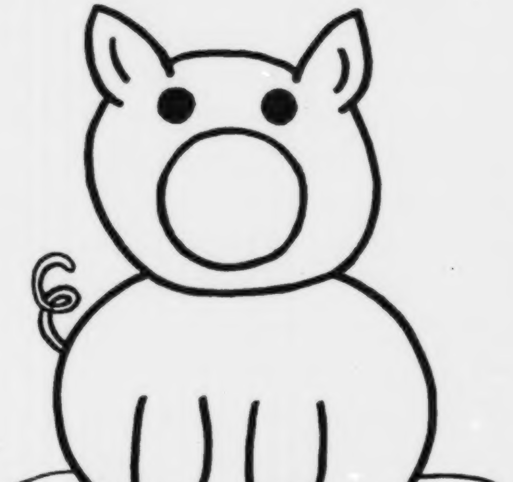

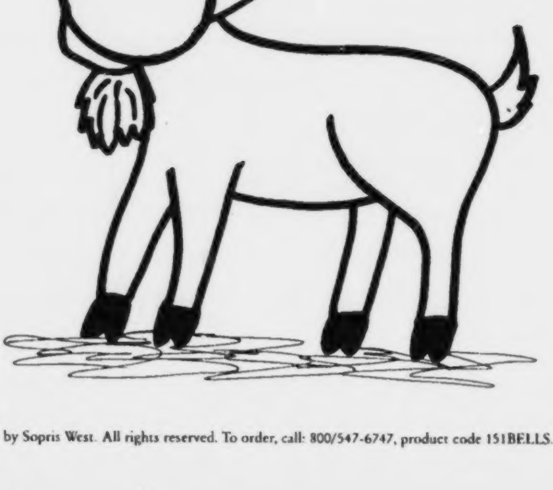

Activity: Very Busy Spider Alive Book

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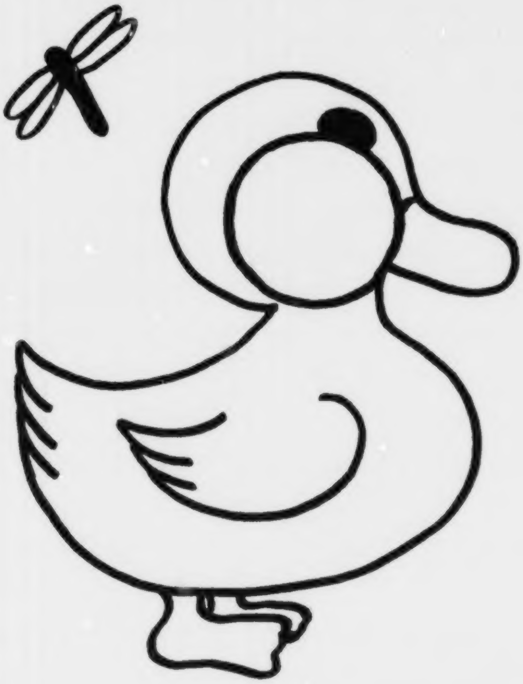

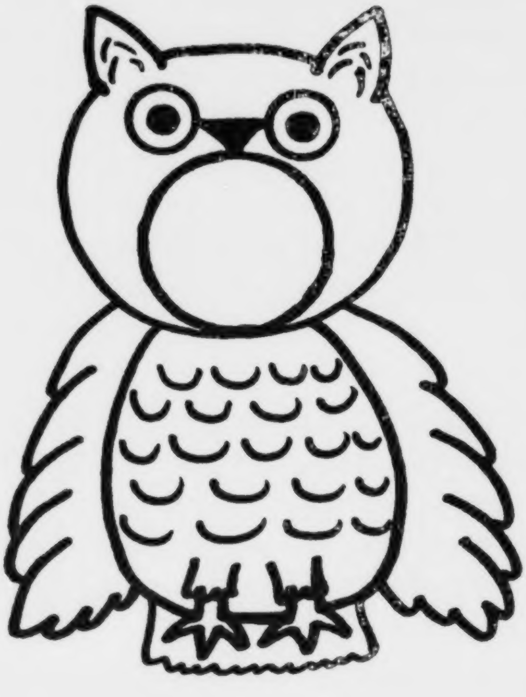

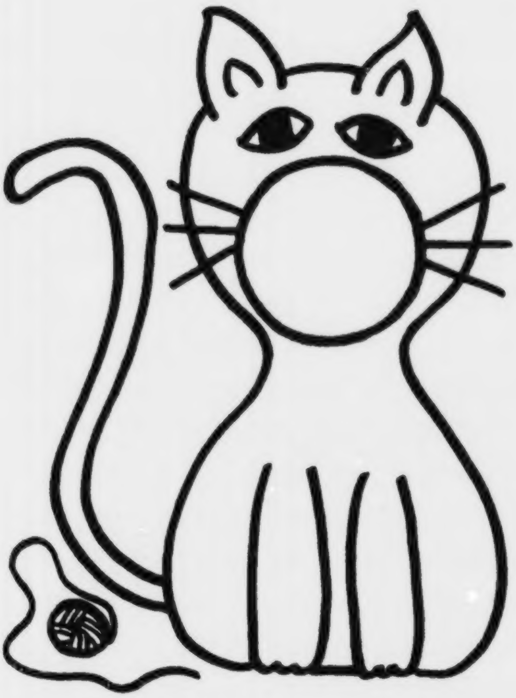

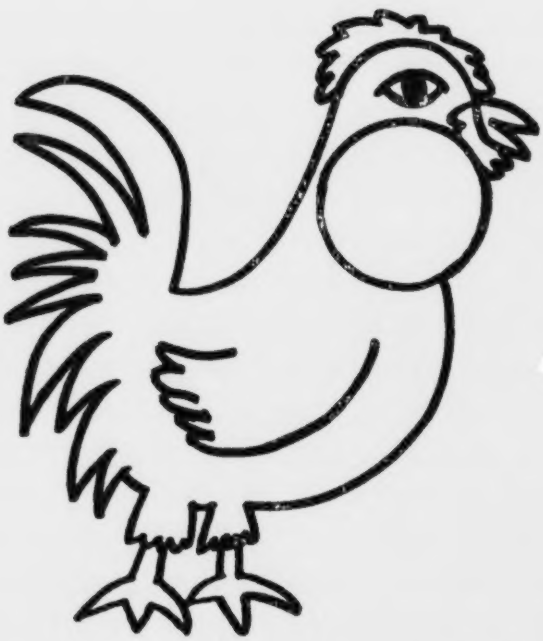

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We're Having a Puppet Show

Materials

- A children's book of your choice (for example, *Is Your Mama a Llama?* by Deborah Guarino)
- Variety of puppets for dramatic play
- Materials to make puppets to use during the second week for book characters: markers, crayons, glitter, chalk, feathers, glue, eyeballs, yarn, felt, multiple colors of tissue and construction paper, cotton balls (pre-cut shapes glued to wooden sticks work well for the puppet base)
- Copies of program for each family member and friend who attends the show (e.g., list of cast and characters; see example, following)
- Paper to make invitations (see example, following)
- Letter to families describing lesson plan (see example, following)
- Markers, crayons
- Scissors
- Butcher paper for backdrop
- Paint or chalk for decorating the backdrop
- Paintbrushes
- Adhesive putty, fishing line, and thumb tacks (to hang the backdrop)
- Puppet theater or stage (use an actual puppet stage, or a table or counter with a cloth draped over it to hide actors and actresses for dramatic play and for the actual puppet show)

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

Print Awareness

- Print development

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- Cloth
- Tape
- Small chairs for children to sit on behind the puppet stage
- Cookies and juice
- Napkins
- Paper cups
- Popcorn, and popcorn popper
- Small, brown paper bags
- Video camera to film performance

Description

We're Having a Puppet Show is an extended literacy activity that focuses on quality children's literature, repeated readings, imaginary play, language use, writing, and family involvement. When choosing a book, look for one with many characters. Also select a story with repeated sentence pattern that makes it easy for children to remember their lines and to "read" along with the teacher. Allow two weeks to implement this activity. During the first week, children have an opportunity for pretend play with a variety of classroom puppets in a dramatic play puppet theater, allowing them to practice moving mouth parts and also giving them ideas for how to make their own puppets later. The children also become familiar with the chosen story, choose a character, make individual character puppets, and write and send (or take home) invitations. The second week, children continue to explore using the puppets, make individual character puppets, paint a backdrop, practice saying their line(s), have dress rehearsal, and perform in front of families.

First, choose a favorite story. (A good one to use might be: *Is Your Mama a Llama?* by Deborah Guarino, as this book focuses on repetition and rhyming.) Send home a letter to families explaining the puppet activities that have been planned for the next two weeks (see example, following).

Introduce the story and read it to the children every day for two weeks. With the whole group, make a list of the characters in the story on a piece of butcher paper. Then ask the children who would like to play each character. List the children's names next to the characters they choose. If there are more children than characters, have more than one of some characters (e.g., more than one llama, bat, swan, cow, etc.). A good strategy for young children is to have several children play each character, because children are usually less apprehensive about saying their line(s) and performing in front of an audience if they perform with a friend(s). After roles are assigned and when reading the story each day, you narrate and have the children practice saying their own line(s). The story may even be adapted to script form like this:

Llama (Julian)

Bat (Kendra)

Llama: **Is your mama a llama?**

Narrator: **Julian asked his friend, Kendra.**

Bat: **No, she is not.**

Narrator: **Kendra's mama hangs by her feet, and she lives in a cave. I do not believe that's how llamas behave.**

Llama: **Oh, you are right about that. I think that Kendra's mama sounds more like a . . .!**

All characters: **BAT!**

Children can decorate their own puppet characters and write their names on the backs of their puppets. They can also write and decorate invitations to go home to their families. The invitations should answer the questions What? Why? Who? Where? and When? (see example, following). Send the invitations home with the children at least three days prior to the performance.

HINT

Tell parents about the puppet show several weeks in advance, so they can mark their calendars and make arrangements to come.

Next, have children decorate the backdrop or scenery for the puppet show. They may do this cooperatively in small groups (three or four children at a time taking turns). Children may use paint, chalk, markers, crayons, or other materials to decorate the backdrop. You should use adhesive putty, tape, or fishing line and tacks to hang the backdrop behind the puppet stage.

The day before the puppet show, have a dress rehearsal. Children should sit on chairs in a semicircle behind the stage. Talk with them about what the room will look like when the audience is there.

Practice saying lines loudly. Narrate the story and have each child (or group of children) come forward, kneel down, and say their lines while holding their puppets up on the stage.

The day of the puppet show, have the children air pop some popcorn and scoop it into small, brown paper bags (like at a movie theater). Children may pass out performance programs and bags of popcorn at the door to audience members as they arrive. Have at least one adult helper behind the stage to assist children. Put on the puppet show! When the puppet show is over, have the children walk in single file in front of the stage to take a bow. Celebrate with juice and cookies!

Activity Alternatives

Use assistive devices or voice output devices (e.g., talking switches) with recorded story lines for children with limited verbal skills.

Linking Families

1. Remember to let families know about the puppet show date well in advance, so they can mark their calendars. Send a letter to families detailing the events for "We're Having a Puppet Show"(see example, following).
2. Send child-made puppet show invitations home to families as the date nears.
3. Greet families at the door with a program (see example, following).
4. Offer popcorn for family members to eat and enjoy during the performance.

Target Outcomes

Ages 3-4:

1. Repeat sentence patterns
2. Write using mock or random letter strings

Ages 5-6:

1. Repeat sentence patterns
2. Write using random letter strings; semiphonetic or phonetic spellings

Sample Letter to Families

CO-TEACH Preschool Proudly Presents:

Is Your Mama a Llama?

What?: A Puppet Show
Who?: Starring the CO-TEACH Kids
When?: Wednesday April 12, 2000 at 10:00 A.M.
Where?: The CO-TEACH Preschool
McGill Hall, Room 015
The University of Montana

Please bring your family and friends to the performance. The children have been working very hard practicing their lines and making their puppets. We will videotape the show for anyone who is unable to attend. Cookies and juice will be served immediately after the show. We look forward to seeing you!

Sincerely,

Teacher Shannon

Sample Program

CO-TEACH Preschool Presents:

Is Your Mama a Llama?

Starring:

Bats	Emma	**Seals**	Morgan
	Jillian		John
	Jordan		Olivia
Swans	Lara	**Kangaroos**	Hannah
	Zach		Joey
	Lynnea		Bethany
Cows	Lily	**Llamas**	Claude
	Sam		Rodney
	Perry		Shelley

Thank you for coming!

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Sample Lesson Plan for *Is Your Mama a Llama?*

Week 1

Monday

Today we will…

1. Match animal mothers to animal babies
2. Count and sort jelly beans at the discovery center
3. Finger paint giant llamas at the art center
4. Help swans and seals swim in the water trough
5. Pretend play with many kinds of puppets at the puppet theater in dramatic play

Circle Sing "Old MacDonald Had a Farm"

Snack Lime-flavored gelatin squares and round crackers

Story Introduce *Is Your Mama a Llama?*

Tuesday

Today we will…

1. Build a barnyard at the block center
2. Make animal footprint rubbings at the art center
3. Paint bats at the easel
4. Identify words that rhyme with animals in the story *Is Your Mama a Llama?*
5. Practice playing with puppets at the puppet theater in dramatic play

Circle Choose characters for our play *Is Your Mama a Llama?*

Snack Chocolate pudding and graham crackers

Story *Is Your Mama a Llama?*

Wednesday

Today we will…

1. Write and decorate invitations to our puppet show for our families
2. Make and decorate our puppet characters
3. Play with barnyard Muddy Gak at the play center

Circle Review animal characters

Snack Scrambled eggs and toast

Story *Is Your Mama a Llama?*

Thursday

Today we will…

1. Pretend play with puppets at the puppet theater
2. Send invitations to our families (address, stamp, and mail; or send them home with children)
3. Listen to and identify animal sounds at the discovery center
4. Continue decorating puppet characters

Circle Play Animal Big Mouths

Snack Apples, bananas, and peanut butter

Story *Is Your Mama a Llama?*

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Sample Lesson Plan for *Is Your Mama a Llama?*
Week 2

Monday

Today we will...

1. Toss a ball back and forth; try to balance ball on nose like a seal
2. Practice saying character lines at the puppet theater
3. Continue to decorate character puppets
4. Paint the backdrop for the puppet show

Circle Play am I a BIG animal, or am I a small animal?

Snack Alphabet soup

Story *Is Your Mama a Llama?*

Tuesday

Today we will...

1. Make baby lambs with cotton balls at the art center
2. Jump like kangaroos in the tumbling center
3. Read favorite animal books in the library
4. Practice saying character lines at the puppet theater

Circle Play what animal is missing?

Snack Grilled cheese sandwiches

Story Dress rehearsal for *Is Your Mama a Llama?*

Wednesday

Today we will... Perform our puppet show!

1. Count and sort animals at the discovery center
2. Practice saying character lines at the puppet theater
3. Pop popcorn and scoop it into paper bags at the cooking center

Circle Read *Is Your Mama a Llama?*

Snack Cookies and juice (after our puppet show)

Thursday

Today we will...

1. Watch the video of our puppet show in the library
2. Paint muddy pigs at the easel
3. Draw cows with chalk, and glue on grass for them to eat
4. Put together animal puzzles

Circle Congratulate friends for a super performance (using good manners words and giving "high fives" or shaking hands)

Snack Chocolate milk and toast

Story *Is Your Mama a Llama?*

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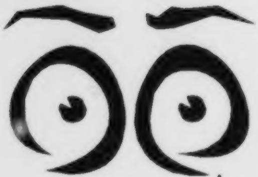
Who Do You See?



Materials

- The book *Brown Bear, Brown Bear, What Do You See?* By Bill Martin, Jr.
- Regular or digital camera to take a photograph of each child and of the entire class
- Small photo album booklets to use for the book (available from discount photo processing centers)

Description

Read the book *Brown Bear, Brown Bear, What Do You See?* to the children several times so they are familiar with the story pattern. Take photos of each child and print the story line (see following) for a classroom book using the names of the children in the class. Use different ink colors to highlight names and repeated words (for example, write all names in red, write the words *see* and *me* in blue). Insert the pictures and the words into the sleeves of the photo album.

Example:

Who Do You See?	(picture of Jessica)	Jessica, Jessica, who do you see? I see Zach looking at me.	(picture of Zach)
title page	page 1	page 2	page 3
Zach, Zach, who do you see? I see Colleen looking at me.	(picture of Colleen)	Colleen, Colleen, who do you see? I see Daryl looking at me.	(picture of Daryl)
page 4	page 5	page 6	page 7

Language Use

- Sentence patterns

Rhyming

- Verse

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables

Print Awareness

- L–R sequencing
- 1:1 word correspondence
- Word recognition

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Continue until each child is represented in the book. End with a class picture with the words under it saying, "I see everyone looking at me."

Activity Alternatives

Segment the children's names while reading the book, or have the children blend their friends' names.

Linking Families

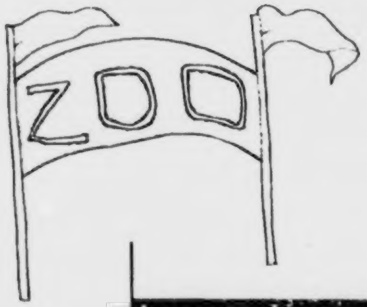
1. Have children share the Who Do You See? book with their families.
2. Encourage families to create their own books, using pictures of family members and pets.

Target Outcomes

Ages 3-4:
1. Repeat sentence pattern
2. Use left to right sequencing when reading words
3. Recognize written names of friends, with assistance
4. Segment and blend names of friends

Ages 5-6:
1. Repeat sentence pattern
2. Use 1:1 word correspondence while reading words
3. Identify written names of friends
4. Segment and blend names of friends

Zoo Animal Photo Album



Language Use

- Animal concepts

Rhyming

Blending

Segmenting

Print Awareness

- Print development

Materials

- Photo album pages, at least one per child
- Photo album cover
- Regular or digital camera
- Pictures of zoo animals (photographs taken on a field trip, or magazine cutouts)
- Decorative stickers and stamps
- Markers, pens

Optional

- The book *My ABC Signs of Animal Friends* by Ben Bahan and Joe Dannis
- The book *Dear Zoo* by Rod Campbell
- Miniature photo album booklets, one for each child (available from discount photo processing stores)

Description

Go on a field trip to a nearby farm, ranch, or petting zoo (with farm animals) or go to a city zoo. Take pictures of animals, the children, and the children feeding the animals (if this is permitted). Develop or print pictures from the field trip. Later that same week, design a writing center for children to create a Zoo Animal Photo Album. The children may use photos that were taken on the field trip, stickers, stamps, and pictures clipped from magazines (such as *National Geographic*) to design their photo album pages.

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Have the children choose pictures of themselves, their friends, and zoo animals to write (or narrate) about. Have children describe and label each photograph and write (or narrate) below each picture. Have children say (and/or sign; see the book *My ABC Signs of Animal Friends*) the animal name and identify the sound each animal makes while they compile the Zoo Animal Photo Album.

Activity Alternatives

1. Have children develop their own individual mini-albums that they can take home. Use small photo pages or miniature albums for this.
2. See the Animal Big Mouth print awareness activity in Chapter 8 for more ideas.

Linking Families

1. Invite families to come along on a field trip to the zoo.
2. Send home individual mini-albums for the children to share with their families.
3. Share the class Zoo Animal Photo Album with families when they visit the classroom.

Target Outcomes

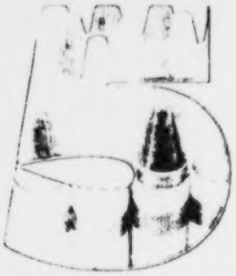
Ages 3-4:

1. Identify animal names and sounds
2. Write using mock or random letter strings

Ages 5-6:

1. Identify animal names, sounds, and the letter sound that begins each animal name
2. Write using random letter strings; semiphonetic or phonetic spellings

CHAPTER 5



Language and Literacy Through Phonological Awareness

As stated previously, language and literacy are powerfully connected; the structures that are used in our oral language (speaking and listening) provide the foundation for our literate language (reading and writing). The fundamental link between our oral language and our literate language is *phonological awareness*, which is the explicit awareness of the sound structure of language.[1] It is the ability to reflect on and consciously manipulate the syllables and sounds of speech.[2]

Phonological awareness consists of a wide range of sound play concepts, including rhyming, isolating the beginning or ending sounds in words, and deleting or substituting syllables and sounds. It also includes blending (putting together) and segmenting (pulling apart) words in sentences, both by syllables and by sounds.[3] When children develop an understanding that the language they use

Photo by Stacia Jepson.

has a meaning as well as a structure, they are developing a sense of phonological awareness.

Phonological Awareness is the conscious manipulation of speech sounds in spoken language; this involves awareness of syllable and sound units in speech.

Research shows that young children's phonological awareness abilities are excellent predictors of their later reading and spelling performance levels; children with poor phonological awareness abilities often experience greater difficulty learning to read.[4] Children who lack a sensitivity to the sound structure of speech also have difficulty grasping the alphabetic principle, and so they struggle with reading and spelling.[5] Early emphasis on phonological awareness appears to put children in a better position to take advantage of later literacy instruction. Studies reported by Blachman (1991) indicated that preschool children with specific training in phonological awareness displayed superior reading and spelling skills in the early elementary grades. Training in phonological awareness has also been shown to improve speech production, reading accuracy, reading comprehension, and spelling.[6] For many children, direct instruction is required to help them understand how speech is represented by print.[7] The key to phonological awareness is related to active learning and is not related to age, maturity, or passive exposure to print.[8]

Because phonological awareness requires an underlying understanding of the sound system of language, research suggests that children need some minimal level of phonological awareness before they can gain much benefit from letter-sound instruction.[9] Assessment of phonological awareness development may help educators identify young children who are at risk of experiencing difficulties learning to read and write before formal literacy instruction begins.[10] Phonological awareness can be taught effectively to preliterate children, thus positively affecting their early reading ability.[11] These skills can be taught by incorporating scaffolding techniques within activities, allowing educators to reach groups of children with a wide range of developmental levels and abilities by adjusting the complexity of the individual tasks.[12]

Developmental Sequences of Phonological Awareness

In the early stages of language development, children demonstrate little awareness of the sound structure of speech; they predominantly focus on the meaning and use of language. Gradually, though, children begin to realize that words are separate from the things they represent, and later, that words are composed of sound segments. Children develop phonological awareness through a variety of literacy opportunities, models, and demonstrations. The age at which children begin to demonstrate phonological awareness, and the extent of this awareness, varies from child to child.[13] Research has identified a developmental continuum of phonological awareness and the ages at which these skills are typically acquired in the specific categories of rhyming, alliteration, blending, segmenting, and manipulation.[14]

Photo by L.A. Noble

Rhyming

Rhyming is one of the first phonological awareness skills to develop;[15] this skill focuses on the ends of words. Young children become sensitive to rhyme at an early age,[16] and they are able to detect rhyme even when other phonological skills are too difficult.[17] When young children participate in saying rhymes, finger plays, and songs, they are developing a sense of the phonological structure of our language.[18] By saying these rhyming patterns over and over, children develop an ability to recognize, match, and then produce rhymes. The progression of rhyme development is:

1. Recite rhymes, songs, finger plays
2. Match words that rhyme
3. Produce words that rhyme

Typically, three-year-old children are able to recite rhymes and will begin to match rhyming patterns.[19] A child's ability to recognize and produce rhymes is thought to be necessary for the development of the normal sound detection skills needed to read.[20] Rhyme production and alliteration, another early skill to develop, are also significantly related to later reading success.[21]

Alliteration

Alliteration is a phonological awareness skill in which children focus on the beginnings of words and categorize words by their initial sounds. Alliteration requires a sensitivity to word parts that are smaller than a syllable.[22] Like rhyming, this skill also develops in children at around three years of age.[23] Children do not initially hear individual sounds within a word; rather, they hear the initial sound along with the rest of the word or the spoken syllable and then can create strings of words that begin with the same sound ("To, toe, tie"). Gradually children can separate the initial sound from the rest of the word, identifying the *onset* (the beginning consonant before a vowel in a spoken syllable) and the *rime* (the vowel and any consonants after the onset).[24] For example, in the word *sun* the onset is /s/ and the rime is /un/. (Letters within / marks represent how sounds and syllables are pronounced.) Long-term success in reading appears to be related to children's awareness of onsets and rimes before attending elementary school.[25]

Blending

Blending is the ability to combine a sequence of isolated syllables or sounds together to produce a recognizable word.[26] Sound blending is a relatively easy task for young children, yet it reflects the abstract nature of reading.[27] Blending is an important skill needed later when children are learning to decode (or sound out) printed words phonetically. In decoding, children not only have to identify the sounds represented by letters or letter sequences; they also must combine the sounds in order to identify the word.[28]

The development of blending occurs as children are able to combine or put together:

1. Words into sentences (they hear "I - have - a - ball" and say "I have a ball")
2. Syllables into words (they hear "e – le – phant" and say "elephant")

3. Onset and rime into words (they hear "s – un" and say "sun")
4. Sounds into words (they hear "f – i – sh" and say "fish")

Preschool children as young as three years of age can be taught to blend syllables into words.[29] Four-year-old children can learn how to blend sounds into words, with appropriate instruction. The research in this area is conflicting, however: Some research reports that blending skills are not acquired until five to six years of age,[30] but other studies suggest that younger children can acquire these skills with appropriate instruction. The authors have had success using the activities in this book teaching blending skills to young children.

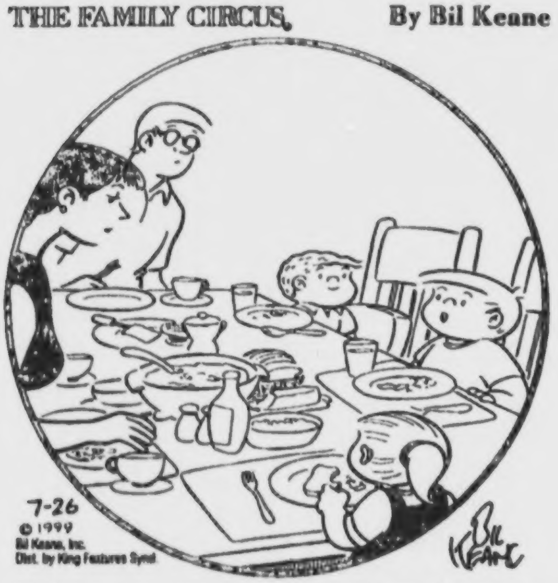
Segmenting

Segmenting refers to the explicit identification of individual syllables and sounds in words.[31] When children acquire this skill they are able to hear a word, analyze its components, and pull it apart into syllables and then individual sounds. Sound segmentation is a skill that appears to be closely related to success in beginning reading[32] and is also an important step to learning letter/sound correspondences.[33]

Speech production is essential for segmentation, and segmentation is in turn essential for spelling.[34] It appears that once children are able to recognize that speech can be pulled apart and that these segmented units are represented by letters, the systematic relationships between letters and sounds are easier to grasp and use in both reading and writing.[35]

Segmenting typically develops along with blending. The sequence usually develops in the same order as in blending, as follows:

1. Sentences are segmented into words (they hear "I have a ball" and can repeat "I – have – a – ball")
2. Words are segmented into syllables (they hear "elephant" and can repeat "e – le – phant")
3. Words are segmented into onset and rime (they hear "sun" and can repeat "s – un")
4. Words are segmented into sounds (they hear "fish" and can repeat "f – i – sh")



"When are we gonna tell Daddy about your T-R-A-F-I-K T-I-K-E-T?"

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Typically, four-year-old children are able to learn to segment words into syllables and words into onset and rime. By age four to five, children usually are learning to count the number of syllables in words.[16] At age six, they are learning to segment the sounds of simple one-syllable words.

Word segmentation (segmenting sentences into words) may not always develop apart from syllable segmentation (segmenting words into syllables). For example, children may say "puppy-dog," segmenting the words, or "pup-py-dog," segmenting the syllables. Words said with unequal stress (e.g., "a **bout**" and "re **mem** ber") are more difficult to segment because the unstressed syllable is harder to hear. Also, in general, the pauses between syllables are often very similar to the pauses between words. The goal in segmenting is to be able to isolate syllables in words and then sounds in words.

Manipulation

Manipulation skills involve hearing a word and changing or manipulating the sounds within the word in some manner. Sound manipulation skills typically develop at around seven years of age[17] and appear to evolve with reading and practice.[18] Examples of these skills are:

- Deletion (Say "stop" without the /s/. "top")
- Substitution (Say "hat" and replace the /t/ in "hat" with a /m/. "ham")
- Reversal (Say "pan" and switch the /p/ and the /n/. "nap")

To perform manipulation, children need to keep the word and the direction in their memory, make the necessary change or manipulation, and then say the new word. These tasks require well-developed memory skills, as well as an ability to focus on the structure of words at a fairly complex and abstract level.

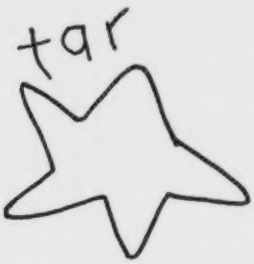
Developmental Progression of Phonological Awareness

Phonological Awareness Skill	**Ages at Which Skills Begin to Develop**
1. **Rhyming**	
• Produce rhymes, finger plays, and songs	2-3 years
• Match and produce rhymes	3-4 years
2. **Alliteration** recognize and produce words with common initial sounds	3-4 years
3. **Blending**	
• Combine a sequence of isolated *syllables* to produce words	3-4 years
• Combine a sequence of isolated *sounds* to produce words	4 years
4. **Segmentation**	
• Identify *syllables* in words	3-4 years
• Identify *sounds* in words	5-6 years
5. **Manipulation** change words by deleting, adding, and switching sounds	6-7 years

Building Early Literacy and Language Skills Through Phonological Awareness

Enhancing children's phonological awareness skills is an important strategy for developing their emerging literacy skills; early emphasis on phonological awareness appears to place children in a better position to take advantage of reading and spelling instruction when they enter elementary school. In fact, children with underdeveloped phonological awareness in preschool and kindergarten are among the poorest readers in later years. The ability to rhyme, blend, segment, and in other ways manipulate the sounds in spoken words influences a child's grasp of the alphabetic principle, helping him or her to learn that sounds can be represented by letters.[39] Young children can be taught phonological awareness skills, but specific instruction is often required to help them develop these skills. It is especially important for young children with risk factors such as language delays and limited exposure to literacy to receive training in phonological awareness; to reduce the risk of reading disabilities, children need to receive this necessary training during their preschool years.

Once again, a reciprocal relationship exists between oral language and phonological awareness; improved skill development in one area leads



to enhanced skill development in the other. Activities that form a bridge between speech production and phonological awareness serve to facilitate acquisition in both areas and to lay the groundwork for developing emerging literacy skills.[40] For example, when children are aware that the word *star* begins with an /s/ sound, their production of the word develops from saying "tar" to saying "star." Their speech production improves and their awareness of word structure and beginning sounds is enhanced. Later when children begin to understand and make use of sound-symbol relationships, phonological awareness continues to deepen which, in turn, further facilitates reading and writing abilities.[41] Often, children with error patterns in their early speech production later display similar error patterns in their writing. For example, if a four-year-old child says *poon* for *spoon*, leaving out one consonant sound in a cluster (two or more consonants together in a word), the child's later spellings often contain the same error pattern. Developing phonological awareness, especially segmenting skills, helps to improve both speech production and spelling.

The three most important skills to encourage when developing phonological awareness are rhyming, blending, and segmenting. These skills do develop in young children with appropriate guidance; following are some ideas for building phonological awareness skills.

Strategies for Building Phonological Awareness Skills

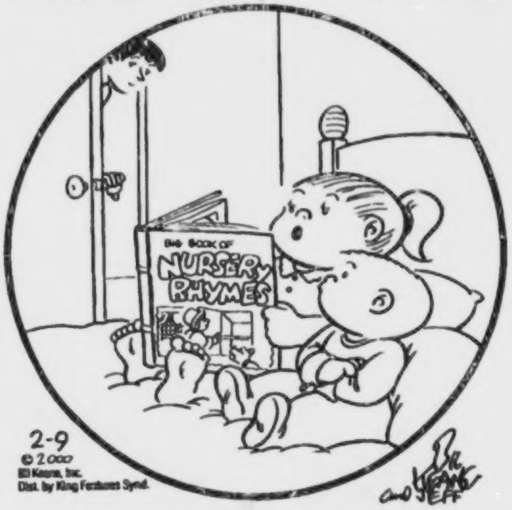
Rhyming and Alliteration

Rhyming and alliteration are the earliest phonological awareness skills to develop in children. Both of these skill areas focus on the sound structure of speech, specifically the onset and rime of words. Talking about rhyming words and words that begin with the same sound helps children to learn the language of literacy and develop phonological awareness.[42] Activities that draw attention to the sound structures of speech are important in developing these skills in young children.

An easy first step in developing rhyme and alliteration is having children participate in saying rhymes, finger plays, jingles, and songs.[43] Doing many repetitions allows children to learn the words, feel the rhythm, and sense the patterns of the verses, which enhances their language structure and their phonological awareness. These simple activities are engaging for young children while being effective in their developing rhyming and alliterative skills.

The next step is having children participate in activities that focus on matching words that rhyme and words that begin with the same sound. For example, using a bag of objects or a set of pictures that have been carefully selected, an adult asks the children to match the words that rhyme or the words that begin with the same sound. "Oddity tasks"—those that group two or three rhyming words along with one that does not rhyme or those that group two or three words that begin with the same sound along with one that begins with a different sound—are also fun yet effective activities to use with young children.

THE FAMILY CIRCUS, **By Bil Keane**



"Little Miss Muffet sat on a tuffet, eating her curves away ..."

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Having children produce rhyming words (ball, call, doll, fall, hall, etc.) and alliterative or nonsense sequences (Sammy, Susie, Sally, Sara or wiggle, waggle, woggle) is the next skill to develop, along with having children judge whether or not words rhyme or begin with the same sound.[44] The descriptions of speech sound categories in Chapter 7 provide valuable information about what words and sounds should be used when first introducing these concepts to children; for example, in a rhyme identification task, it is easier for children to identify sound differences in words that have broader contrasts: for example, rock/bus (comparing a short, quick sound /k/ to a long sound /s/). It is more difficult to identify differences in sounds with closer contrasts: for example, rock/bug (comparing sounds within the same phonological sound category: /k/ and /g/ are both short, quick sounds made in the back of the mouth).

When focusing on alliteration, it is important to highlight the beginning sound of the words and not the beginning letter. For example, *Sean* and *Sara* or *Gus* and *Ginny* both begin with the same letter, but they do not begin with the same sound: *Sean* begins with the /sh/ sound and *Sara* begins with the /s/ sound; *Gus* begins with the hard /g/ sound and *Ginny* begins with a /j/ or soft g sound. At this stage of development, the goal is to have children learn to focus on the sound structure and not the print structure of words.

Blending

The development of blending follows a fairly predictable sequence, from words to syllables to sounds. Linguistic characteristics can make this task both easier and more difficult. Factors to consider are:

- **Syllable stress patterns**: Typically, compound words with equal stress on each part (like *cowboy* and *hot dog*) are the easiest syllables to blend. Words with unstressed syllables (like *remember*) are harder. (Here is a question to consider: How many children and adults say the word remember without the first syllable?)
- **Word length**: First, children are able to blend words that have two to three syllables (like *ham–mer* and *te-le–phone*), then words with four to five syllables. When the blending tasks focus on sounds, words with two to three sounds (like *sh–oe* and *s–u–n*) are easier than longer words with four to five sounds. Words that have consonant blends or clusters (like the sp in *spot*, the st in *stand*, the dr in *drum*, or the gl in *glass*) are more difficult for children to blend (and to segment).
- **Sound characteristics**: Sounds that can be produced for longer periods of time (continuant sounds such as /f/, /v/, /th/, /s/, /z/, /sh/, /zh/, /h/, /wh/, and the nasal sounds /m/ and /n/) are easier for children to perceive than short sounds (stop sounds such as /p/, /b/, /t/, /d/, /ch/, /j/, /k/, and /g/). (See Chapter 7 for a description of speech sounds.) For example, the word *fish* with continuant /f/ and /sh/ sounds is easier for children to hear than the word *top*, which has stop (short, hard) sounds that can only be produced for short time periods. Stop sounds cannot be pronounced

in a longer fashion, but they can be highlighted initially by alliteration (e.g., by saying /p/, /p/ pat).[45]

- **Pauses between syllable and sound units**: The rate of delivery or pausing also affects children's blending skills. A faster rate of presentation is typically easier than a slower rate because children do not have to wait as long to obtain all components of the word, so there is less of a burden on their working memory. It is easier to blend "s-u-n" than "s - u - n" because of the faster rate of delivery (or shorter length of pausing) between the sound units in the former pronunciation. The same holds true for syllable units: A faster rate results in a presentation that more closely resembles the intact word.[46]

Segmenting

Children learn segmenting skills in conjunction with blending skills. The earliest developmental stages of segmenting begin with alliteration, when children are able to focus on the initial sounds in words.

Like blending, segmenting skills follow a similar sequence of development: sentences into words ("*I like you*" becomes "I-like-you"), followed by words into syllables (*Saturday* becomes "Sa-tur-day"), then words into initial sound (onset) and rest of the word (rime) (*ship* becomes "sh-ip"), then words into sounds (*fish* becomes "f-i-sh"). Some researchers suggest that children first learn to segment sentences into words, but as described in the previous section on segmentation in this chapter, this is not always the case; it depends on the syllable length of the words. When teaching children about segmenting, then, it is often just as effective to focus on syllables in words and not on words in sentences as a starting point to learning this skill. For example, the sentence "I see you" has three words and three syllables, making word segmentation easy. The sentence "Tommy watches television" also has three words but it has eight syllables. The similarity in pause length used between words and between syllables makes the segmentation between word boundaries less clear than in the first sentence. The goal of segmentation is to identify parts of words; the authors of this book have found that focusing on syllables may provide an appropriate place to start teaching this skill.

Linguistic factors like syllable stress and sound characteristics also affect the degree of difficulty of segmenting words into syllables and sounds. When focusing on segmenting words into syllables, it is somewhat tricky for children to segment one-syllable words into syllable units because children tend to focus on the sounds in those very short words. When focusing on segmenting words into sounds, shorter words with two to three sounds (e.g., *sh-oe*, *s-oa-p*, *h-a-t*) are easier than longer words (e.g., *f-i-n-g-er*, *m-o-th-er*, *b-a-n-a-n-a*), just as with blending. Words with consonant clusters (e.g., *b-l-a-ck*, *p-a-n-t-s*, *t-r-ee*) and /r/ controlled vowels (e.g., *b-i-r-d*, *f-i-re*, *h-ea-r-t*) are also more difficult to correctly segment into individual sound units. Also, as in blending, continuant and nasal sounds are easier to perceive than short sounds are for young children who are just beginning to learn to segment words into sounds. Likewise, sounds made in the front of the mouth (/p/, /b/, /m/, /f/, /v/) have mouth positions that are easier to see than for sounds made in the back of the mouth.

Voicing characteristics also need to be considered. Voiced sounds that are also stop (short) sounds (/b/, /d/, /g/, /j/) can be a challenge for young children because these sounds must be pronounced with a slight vowel sound, making it harder to isolate these sounds from the vowel sounds in words. For example, words like *b-u*-g, *d-o*-g, and *j-o-b* are more difficult for young children who are just learning this skill because each of the consonant sounds is impossible to pronounce without including a vowel. Typical responses from children trying to segment these words may be "bu-g," do-g," "jo-b," showing difficulty isolating the beginning sound from the vowel sound that follows it.

Finally, the placement of sounds in words should be considered. It is easier to first learn how to isolate beginning consonants sounds, followed by isolating final or ending sounds, and then middle sounds. For example, in the word *sun* it is easier for children to focus on the /s/ sound first. When that skill is mastered, they then learn to isolate the last sound /n/ and then they learn to isolate the middle sound, which in this case is the vowel sound.

Manipulation

Manipulation skills develop after segmenting skills. Deletion (say *stop* without the /s/ sound), isolation (say the second sound in *any*), and substitution (say *nap* and switch the first and last sounds) are examples of manipulation skills. These skills often occur with the onset of beginning reading and writing skills when more formal literacy instruction begins in the elementary grades. (Skills for manipulation are not typically taught to young children and are beyond the scope of this book.)

Wrap Up

Phonological awareness is a very important link between oral and written language; it provides the connection between the structures used in speech and in print. Research suggests that the three most important skills in developing phonological awareness are rhyming, blending, and segmenting and that these skills are critical in the development of emerging literacy. Phonological awareness is a skill often found lacking in children with language delays and disorders, and this limitation may play a major role in future literacy and learning difficulties; children with underdeveloped phonological awareness in preschool and kindergarten are among the poorest readers in later years. Most children can be taught phonological awareness skills. For many children, though, specific instruction is required to help them develop an understanding of the structure of speech, which in turn is necessary to understand how speech is represented in written form. Instructional activities to develop phonological awareness must be playful and developmentally appropriate. Early emphasis on phonological awareness appears to place children in a better position to take advantage of later reading and spelling instruction.

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CHAPTER 6

Activities to Build Phonological Awareness

Educators who understand the structure of speech can provide valuable opportunities for the development of phonological awareness. Comments and brief discussions about rhyming, blending, segmenting, sound judgment, and manipulation can be embedded into many everyday routines. It is important to keep in mind the linguistic characteristics described in Chapter 5 that can increase or decrease the level of difficulty in phonological awareness activities; using these characteristics when teaching phonological awareness skills can help you to easily accommodate the varying skill levels within groups of children.

The following activities provide fun, effective, and engaging ideas to facilitate the development of children's phonological awareness skills. In the areas of rhyming, blending, and segmenting, all of the activities have been successfully used with young children to enhance the development of these skills. Each activity includes:

- A Primary Purpose(s) (shaded) that highlights specific skills in rhyming, blending, and segmenting

- A Secondary Purpose(s) that suggests specific skills in the areas of language use (Chapter 4) and print awareness (see Chapter 7 for more information) (Appendix F has a cross-reference listing of all activities' primary and secondary purposes; Appendix G has a detailed approach for how to teach writing to young children for activities that introduce print development)
- List of needed materials
- A description detailing the steps and procedures for completing the activity, including strategies for age adaptations
- Activity alternatives that can be used to extend or modify the activity
- Links for families, describing ways to promote their participation
- Target outcomes for three- to four-year-old and five- to six-year-old children that describe skill attainment at different levels of development

Activities in This Chapter

Rhyming:

- Bubble Magic Book
- Chicken Soup With Rice Poetry Readings
- Ding Dong Dell
- A-Fishing We Will Go
- Hickory Dickory Dock, Rock, Block, Sock
- Hungry Thing Snacks
- Is It a King or Is It a Ring?
- Kidpacks: Rhyming
- Lots of Dots Everywhere!
- Odd One Out Rhyming
- Sandwich Book
- Teddy Bear Book
- There's a Zomething on My Something
- Who's Here? Magic Hat
- Yes, Yes, Yes, I Have Found My Pet!

Blending:

- Blending Bingo
- Dissected Directions
- Grab Bag Surprise
- "I Spy" Game
- Magic Mirror
- Presents
- Pull Apart Polar Bear Book

Segmenting:

- Discovery Detectives
- Hickety Pickety Bumble Bee
- The More We Get Together
- Music Makers
- Odd One Out: Beginning and Ending Sounds
- Picture Puzzles
- Robot Reporting
- We Can Do It, Too
- Which Word Weighs More?
- Who's Here? Bouncing Speech

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Bubble Magic Book

Materials

- The book *Bubble Bubble* by Mercer Mayer
- Red, blue, and yellow food coloring
- Bubble mixture (for blowing bubbles)
- Three glass or metal bowls, filled with 1" deep bubble mixture
- Bubble wands, miscellaneous items for blowing bubbles (i.e., canning jar lid rings, cookie cutter outline shapes)
- Drinking straws
- Prepare one of the following for each child:
  - Glue the poem (see blackline master, following) to the lower edge of a 12" x 18" piece of colored construction paper, horizontally positioned.
  - Prepare a piece of 12" x 18" white construction paper horizonally positioned, for book cover by gluing on the title (see blackline master, following).
  - Pencils, markers
  - Scissors
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling, comb binding)

Language Use

- Color concepts

Rhyming

- Production

Blending

Segmenting

Print Awareness

- Print development

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Description

Set up two bubble stations, and divide the class into two groups. In station one, have the children take turns exploring how to blow bubbles with miscellaneous materials. Station two should be set up with three bowls, each designated for use with one of the food coloring choices (red, blue, and yellow). At station two, have a child write his or her name on a white piece of construction paper, then select the bowl for the color he or she wants to use. Have the child blow through a straw into the bubble mixture to make a "mountain" of bubbles that towers over the bowl. Next have an adult put three to four drops of food coloring on the top of the "mountain." The child should place the white paper over the bubbles; this makes an art print. Have the child set the paper aside to dry. For classroom management purposes, have the child return to station two and watch the others complete their bubble art prints. Then change groups.

Read the book *Bubble Bubble* to the students and relate the story of the magical bubbles to the bubble prints the children have made. Tell the children they are going to make a Bubble Magic Book. Have them imagine two things they see in their bubble prints whose names rhyme (similar to imagining things in cloud shapes) and brainstorm their ideas. Show them how they can outline around the bubbles with markers to make the rhyming items stand out. Cut the shapes out and glue them above the poem onto the prepared colored construction paper.

I blew magic bubbles everywhere.
A (CAT) and a (HAT)

are here and there.
Oh, my!

As the children are ready, have them whisper their rhyming pairs to an adult. (Children who have not yet mastered rhyming will need guidance.) Have the children outline and cut out around their bubble prints the two things that rhyme, and then have children write (or narrate) the names of their rhyming pairs in the blanks. Assemble the pages into a class book that you can read with the children. As the pages are read, let the children predict the rhyme by looking at each art print.

Activity Alternatives

None.

Linking Families

Children may take turns taking the Bubble Magic Book home to share with their families.

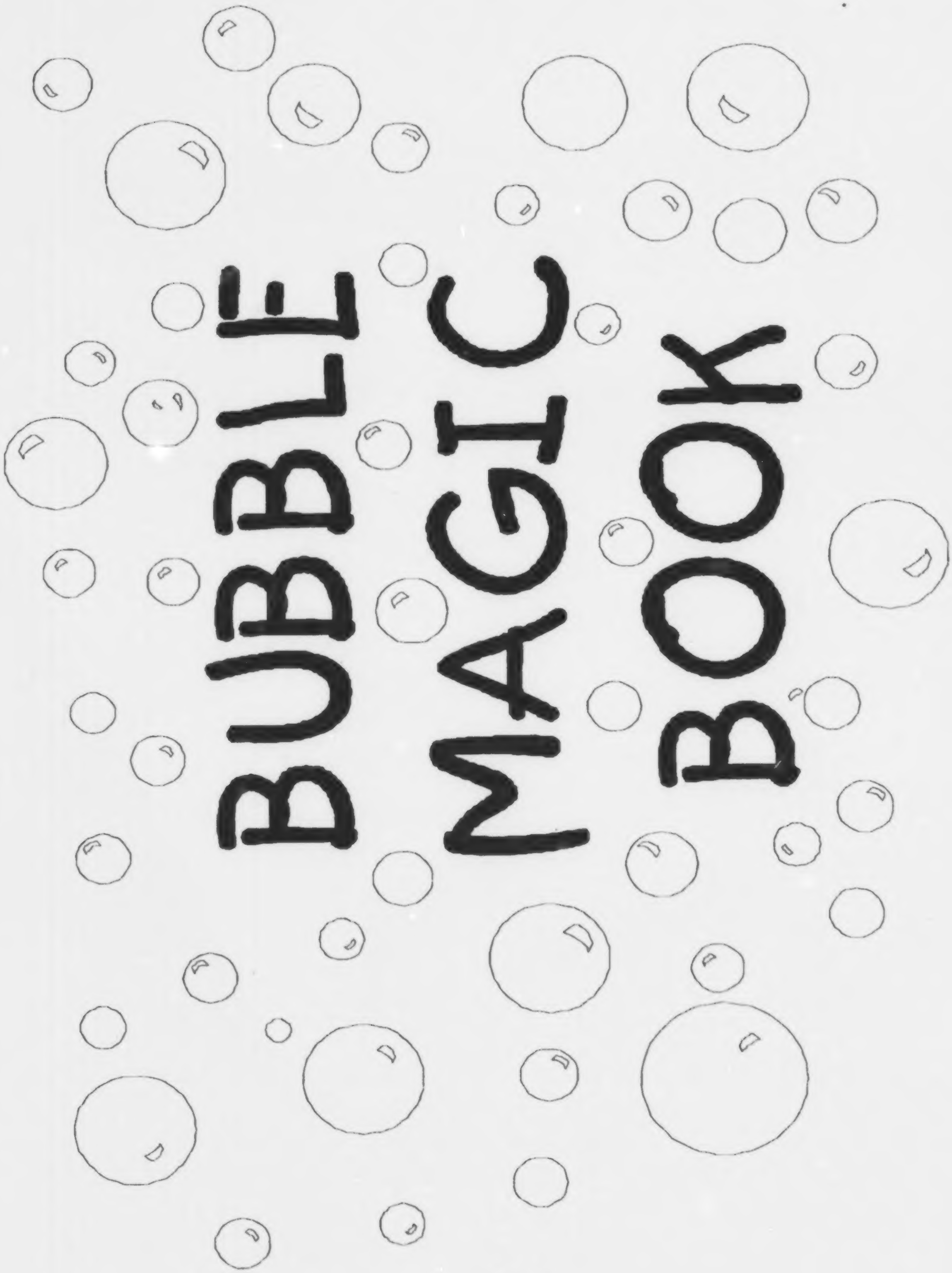
Target Outcomes

Ages 3-4:

1. Produce words that rhyme, with assistance
2. Write using mock or random letter strings
3. Use left to right sequencing when following words in a book

Ages 5-6:

1. Produce words that rhyme
2. Write using random letter strings; semiphonetic or phonetic spellings
3. Use 1:1 word correspondence while reading words



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I blew magic bubbles everywhere.
A ____________ and a ____________
are here and there.
Oh, my!

I blew magic bubbles everywhere.
A ____________ and a ____________
are here and there.
Oh, my!

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Chicken Soup With Rice Poetry Readings

Materials

The book *Chicken Soup With Rice* by Mercer Mayer

Description

Using the book *Chicken Soup With Rice*, select the poem that corresponds to the current month. Read the poem several times with expression and make up simple hand actions that help familiarize the children with its verse. For subsequent readings after the first one, pause before reading the rhyming word pair to allow the children to predict it. After the children learn the poem, have them recite it to their families.

Activity Alternatives

1. As a culminating activity, have a *Chicken Soup With Rice* Celebration. Enjoy eating chicken soup while volunteer class poets recite poems.
2. Have the children make a floor graph of their favorite *Chicken Soup With Rice* poem: Simply write the name of each month on a 5" x 7" index card. Place the cards in order beginning with January in a row on the floor. Have each child select his or her favorite poem (month) and place a stackable item like a building block on the floor in back of the chosen

Language Use

- Sentence patterns

Rhyming

- Verse

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

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month. Children who like the same month would stack a block on top of one already placed. The children then can decipher the information provided (i.e., June has six blocks, so six children liked June the best; September has more blocks than June; etc.).

Linking Families

1. Send home copies of the monthly poems to share with families.
2. Invite families to your *Chicken Soup With Rice* Celebration.

Target Outcomes

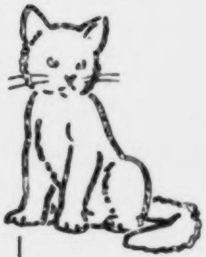
Ages 3-4:

1. Say rhyming words in poems
2. Repeat familiar sentence patterns in poems
3. Use left to right sequencing when following words in a book

Ages 5-6:

1. Identify rhyming words in poems
2. Repeat verses of poems
3. Use 1:1 word correspondence while reading words

Ding Dong Dell



Materials

- Several small items (bell, car, hat, sock, chair, bug, etc.)
- Bucket for items

Description

This activity uses rhyming and alliteration to find where the kitty goes. Put the small items in the bucket. Alter the nursery rhyme "Ding Dong Dell, Kitty's in the well" to "Ding Dong Dell, Kitty's in the bell" while displaying a bell. Emphasize how *dell* and *bell* rhyme. Tell the children they need to find the item for the kitty by listening to the rhyme. Then say another verse, "Ding Dong *Dar*, Kitty's in the ______." Have the children choose the item from the bucket that rhymes and fill in the missing word. Continue with other verses and rhymes.

Suggestions for rhymes:

Ding Dong *Dat*, Kitty's in the *hat*.
Ding Dong *Dock*, Kitty's in the *sock*.
Ding Dong *Dare*, Kitty's on the *chair*.
Ding Dong *Doug*, Kitty's on the *bug*.
Ding Dong *Dorse*, Kitty's on the *horse*.
Ding Dong *Douch*, Kitty's on the *couch*.
Ding Dong *Dide*, Kitty's on the *slide*.

Language Use
- Sentence patterns

Rhyming
- Identification
- Production

Blending

Segmenting
- Alliteration

Print Awareness

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Activity Alternatives

1. Use color names to make rhymes:

Ding Dong Dellow, Kitty sees yellow.

Ding Dong *Due*, Kitty sees *blue*.
Ding Dong *Dead*, Kitty sees *red*.
Ding Dong *Dean*, Kitty sees *green*.
Ding Dong *Down*, Kitty sees *brown*.
Ding Dong *Dack*, Kitty sees *black*.

2. Change the beginning sounds in the verse to another consonant like "Bing Bong Bell" or "Sing Song Sell" and do the same activity with or without objects.
3. Change the pattern to rhyme with children's names (Ding Dong *Dary*, I see *Cary*).

Linking Families

1. Send a letter home (see blackline master) to share this activity with families.
2. Use family names in the rhymes.

Target Outcomes

Ages 3-4:

1. Identify words that rhyme, with assistance
2. Produce words that rhyme, with assistance
3. Repeat sentence pattern in rhyme

Ages 5-6:

1. Identify words that rhyme
2. Produce words that rhyme
3. Repeat sentence pattern in rhyme

Dear Families,

Here is a fun rhyming activity to do with your child at home.

Say the rhyme "Ding Dong Dell, Kitty's in the _____," and have your child fill in words that rhyme. Change the verse to make up other rhymes.

Here are some suggestions:

Ding Dong Doat
Kitty's in the (BOAT).

Ding Dong Dock
Kitty's in the (SOCK).

Ding Dong Douch
Kitty's on the (COUCH).

Ding Dong Dickle
Kitty's on the (PICKLE).

Ding Dong Dar
Kitty's in the (CAR).

Use other letters to start the rhyme also, like "Sing Song Sell, Kitty's in the (BELL)."

Please send some of the rhymes you create with your child to school. We would enjoy having your child share them with us.

Thank you for your help,

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A-Fishing We Will Go

Materials

- Pictures of animals
- Pictures of objects whose names rhyme with one of the animals in your pictures
- Fishing pole made with a rod, a string, and a magnet attached to the end of the string
- Paper clips

Description

Put paper clips on the pictures of animals and place them face down on the floor. Place the pictures of rhyming objects along the wall where they can be seen. Tell the children, "We are going to go fishing. Everyone gets a turn to catch a fish and find where it wants to go. It always wants to go to the place that rhymes or sounds the same at the end." Let each child take a turn to catch a fish with the fishing pole described previously; the magnet will attach to the paper clip on the picture. While each child is "fishing," use the tune to "A-Hunting We Will Go" and sing the following words:

> A-fishing we will go, a-fishing we will go,
> I'll catch a _______, and put him in a _______,
> And then we'll let him go.

Have the child find the picture that rhymes with the animal picture that was "caught."

Language Use

- Sentence patterns

Rhyming

- Identification

Blending

Segmenting

Print Awareness

Possible rhyming pairs:

fox-box
fish-dish
mouse-house
goat-boat
dog-log
owl-towel
bug-rug
ants-pants
cat-hat
bear-chair
snail-pail
duck-truck
sheep-jeep
whale-jail
snake-rake
hen-pen

Activity Alternatives

Use a memory game to match the rhyming words without using the fishing activity.

Linking Families

Make copies of rhyming pairs for children to share with their families.

Target Outcomes

Ages 3-4:
1. Identify words that rhyme, with assistance
2. Repeat sentence pattern of song

Ages 5-6:
1. Identify words that rhyme
2. Repeat sentence pattern of song

Hickory Dickory Dock, Rock, Block, Sock

Language Use

- Sentence patterns

Rhyming

- Identification

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Materials

- The words to the nursery rhyme "Hickory Dickory Dock" (see blackline master, following)
- A clock and a toy mouse with which to act out the rhyme
- Small bag for objects
- Objects whose names rhyme with dock (i.e., rock, sock, block, chalk)
- Objects whose names do not rhyme with dock (i.e., car, crayon, ball, fish)

Description

Say or sing the nursery rhyme "Hickory Dickory Dock" several times until the children are able to say the verse. Let them take turns using the objects to act out the rhyme while they say it. With the other objects in the bag, tell the children that you are going to see what else the mouse can use that rhymes with "dock." Pull an object out of the bag and say the verse, replacing the word *clock* with the name of the item. For example, pull out the block or the toy car and say, "Hickory Dickory Dock, the mouse ran up the block" or "Hickory Dickory Dock, the mouse ran up the car." Ask the children if the verse rhymes. Continue with the other items.

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Activity Alternatives

None.

Linking Families

Send the words to the verse home, along with a letter that describes the activity so that families can share in it (see blackline masters, following).

Target Outcomes

Ages 3-4:

1. Identify words that rhyme, with assistance
2. Repeat sentence pattern
3. Use left to right sequencing when following words in a book

Ages 5-6:

1. Identify words that rhyme
2. Repeat sentence pattern
3. Use 1:1 word correspondence while reading words

Hickory Dickory Dock

Hickory Dickory Dock.
The mouse ran up the
clock.
The clock struck one,
down he runs,
Hickory Dickory Dock.

Hickory Dickory Dock,
The mouse ran up the clock.
The clock struck one,
down he runs,
Hickory Dickory Dock.

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Dear Families,

Here is a rhyme we have been learning at school. You can share this activity with us at home by saying the verse and replacing the word *clock* with other words. Have your child determine whether the new word rhymes; for example, "Hickory Dickory Dock, the mouse ran up the SOCK" or "Hickory Dickory Dock, the mouse ran up the CAR." Ask your child whether each verse rhymes, and make up other sentences that do and do not rhyme. Have lots of fun with this activity.

Thank you for your help,

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Hungry Thing Snacks

Materials

- The book *The Hungry Thing* by Jan Slepian and Ann Seidler
- Paper grocery sack containing pretend food items or pictures of food items

Description

Read the book *The Hungry Thing* to the children. Throughout the story there are many opportunities for children to identify a food item from a rhyme. After the story, tell the children that they get to see what you have in a paper sack. Choose a piece of pretend food. While keeping it in the sack (out of sight), make up a word that rhymes with the name of the food item. For example, tell the children that you have a *bapple* and they should tell you that it is an *apple*; a *ganana* for a *banana*; a *bot frog* for a *hot dog*; etc. Continue with other pretend food items, making a rhyming word for each food's name. When there is a high level of success in guessing the rhyming food words, have the children take turns creating rhyming food names for their classmates to identify.

Examples:

grawberry–strawberry
racon–bacon
drapes–grapes
trench tries–French fries
rasgetti–spaghetti

manana–banana
borange–orange
torn–corn
meach–peach
paco–taco

Language Use

- Food vocabulary

Rhyming

- Production

Blending

Segmenting

Print Awareness

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Activity Alternatives

Use pictures from other categories besides food to create rhymes.

Linking Families

Have families make a menu using rhyming words for the food items in a meal at home.

Target Outcomes

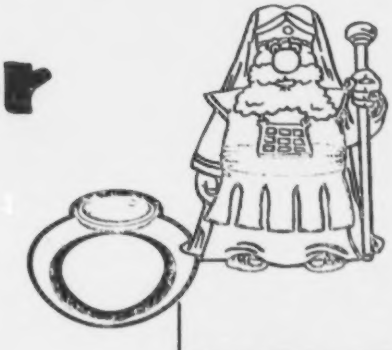
Ages 3-4:

1. Produce rhymes in a story, with assistance
2. Identify common food items from a rhyme
3. Create rhymes, with assistance

Ages 5-6:

1. Produce rhymes in a story
2. Identify common food items from a rhyme
3. Create rhymes for food items

Is It a King or Is It a Ring?



Materials

- Family Note (see blackline master, following)
- Brown paper lunch bags from each child's home: each bag should include two items whose names rhyme; number the bags sequentially before the activity begins (e.g., 1-20 if there are 20 children)
- A few prepared bags for those who may have forgotten to bring a bag from home
- Small decorated box without a lid
- Small wooden cubes, one for each child, numbered sequentially (e.g., 1-20 for a class of 20 children)
- Book title page (see blackline master, following) one for each class book
- Book pages (see blackline master, following) one for each child
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling or comb binding)

Description

Before starting this activity, send the note (see blackline master, following) home for parents so the necessary items can be collected. Place the numbered cubes in the decorated box. To begin this activity, the children should sit in a circle with their numbered bags on the floor in front of them. The children should sit in random order in the circle, and not in the order of their cube numbers. A child begins the game by taking one cube out of the box and announcing its number.

Language Use

- Sentence patterns

Rhyming

- Production

Blending

Segmenting

Print Awareness

- Numeral identification
- Numeral naming

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The child with the corresponding numbered bag pats his or her knees three times. That is the cue for the group to chant:

"Tell us, tell us
What did you bring?
Is it a king or is it a ring?"

The child responds (saying the following rhyme), pats his or her knees again, and shows the rhyming objects in the bag one at a time.

"No, no, no, pat, pat, pat,
I brought a _______ and a _______.
Imagine that!"

The child puts the items back in the bag and places it on the floor behind him or her. The game continues as the box of cubes is passed to the next child. (The box serves as a cue to identify who takes a turn.) A new numbered cube is selected and announced, the new child taps his or her knees, children chant, the items are shown, etc. Repeat until all children have a turn. It is helpful to have a few extra prepared bags on hand in case a child forgets to bring one. After the game, each child draws a picture of his or her rhyming pair and writes (or narrates) the items' names in the blanks on the book page (see blackline master, following). Assemble the pages into a class book.

Activity Alternatives

1. For younger children, you may randomly select children to take turns in telling what rhyming items they have in their bags, without using the procedure of matching the numbered cubes in the box to their bags.
2. You or an adult helper may write the names of the children's items on the pages for the book.

Linking Families

1. Families participate by helping their child find two items whose names rhyme, putting them in the bag, and sending them to school. (See Family Note blackline master, following.)
2. Share the class's Is It a King or Is It a Ring book with families.

Target Outcomes

Ages 3-4:

1. Identify words that rhyme, with assistance
2. Repeat sentences in a verse
3. Match numerals

Ages 5-6:

1. Produce words that rhyme
2. Repeat sentences in a verse
3. Identify numerals

Dear Families,

Please help your child find two items whose names rhyme and place them in a brown paper lunch bag labeled with your child's name. Please send this to school by ____________.

Thank you!

Dear Families,

Please help your child find two items whose names rhyme and place them in a brown paper lunch bag labeled with your child's name. Please send this to school by ____________.

Thank you!

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Is it a King or is it a Ring?

Our Class Book

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____

Child's Name

Tell us, tell us.

What did you bring?

Is it a king or is it a ring?

No, no, no, pat, pat, pat,

I brought a _______________ and a _______________.

Imagine that!

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Kidpacks: Rhyming

Materials

- A backpack to hold rhyming items
- Books such as *The Cat in the Hat*; *One Fish, Two Fish, Red Fish, Blue Fish*; and *There's a Wocket in My Pocket* by Dr. Seuss
- Large resealable food storage bag to hold small items whose names rhyme (see following list)
- Labels to put on materials bearing your school and classroom name
- Permission slip signed by each child's parent (for safety reasons; see blackline master, following)

Description

Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill, such as rhyming. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks help facilitate the development of a particular concept and/or reinforce it. Kidpacks may be checked out for one week at a time.

Suggested list of small items or toys:

- Man, pan, can
- Glue, shoe (a small doll shoe), kangaroo
- Block, sock, rock
- Bear, chair, hair
- Dish, fish
- Fork, cork
- Car, star
- Tire, wire

Language Use

- Sentence patterns

Rhyming

- Verse
- Identification

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

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Photo by L.A. Noble.

Gather the items, label them with your school/classroom name, and put them into a large storage bag. Children can take the pack home and name the items aloud. Multiple names should be explored for some items. For example, a child may say "plate" and the family member should prompt, "what is another name for plate?" "Yes, dish!" Then the child groups together the items whose names rhyme.

Activity Alternatives

The Kidpacks may be used in the classroom.

Linking Families

Have children check out the Kidpacks to share with their families for one week at a time (see Classroom Book Checkout blackline master in the Choice Book activity in Chapter 4).

Caution: Kidpacks are for use with children age three and older. Because they contain small pieces, they may not be safe for younger children. Please send home the permission slip (see blackline master, following) before sending Kidpacks home with children.

Target Outcomes

Ages 3-4:

1. Repeat rhyming verse in books
2. Identify objects that rhyme, with assistance
3. Use left to right sequencing when following words in a book

Ages 5-6:

1. Repeat rhyming verse in books
2. Identify objects that rhyme
3. Use 1:1 correspondence while reading words

Kidpacks Permission Slip

Dear Families,

Our class would like to introduce you to Kidpacks. Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill—such as rhyming. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks may be checked out of the classroom for one week at a time and brought home for you and your child to explore or reinforce concepts together.

Caution: Because Kidpacks were created for children who are three and older, they may contain small parts and could be hazardous for younger children. The use of Kidpacks by children of any age should be supervised at all times by an adult. If you wish to have Kidpacks sent home, please sign the consent form below and return it to school. Students are not required to use Kidpacks at home; this is just another way to make learning a fun family activity! Thanks!

Sincerely,

To Whom It May Concern:

I understand that Kidpacks are designed for children ages three and older. I understand that Kidpacks may not be safe for younger children and may pose a potential choking hazard. I will at all times supervise Kidpacks' use by children of any age. I give my child, ______________________________,
(child's name)

permission to borrow Kidpacks from ______________________________.
(school name)

Parent Signature:______________________________ Date:______________

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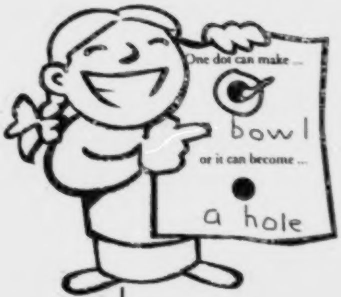
Lots of Dots Everywhere!


One dot can make ...
bowl
or it can become ...
a hole

Materials

- The book *Ten Black Dots* by Donald Crews
- White paper
- Sticker dots, colored black with a permanent marker
- Markers
- Glue
- Class book covers (printed on red paper and cut to size) and pattern sentences (cut in strips); see blackline masters, following
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials (e.g., stapling or comb binding)

Description

Read the book *Ten Black Dots* to the children. Have the children brainstorm what they could make from one dot, two dots, three dots, etc., up to ten dots. Pair the children and assign each pair a number of dots to use. The pair should then decide on two rhyming items that can be illustrated using the number of dots they are assigned. As children are ready, have them whisper their rhyming pairs to an adult. (Children who have not yet mastered rhyming will need guidance.) Each child then designs his or her page using markers and black sticker dots. The children write (or narrate) the names of the items they have chosen.

Language Use

- Number concepts

Rhyming

- Identification
- Production

Blending

Segmenting

Print Awareness

- Print development
- L–R sequencing
- 1:1 word correspondence

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Examples:

One dot can make ... (a bowl)
or it can become ... (a hole)

Two dots can make … (some trees)
or they can become … (knees)

Make a class counting and rhyming book, using the children's dot creations.

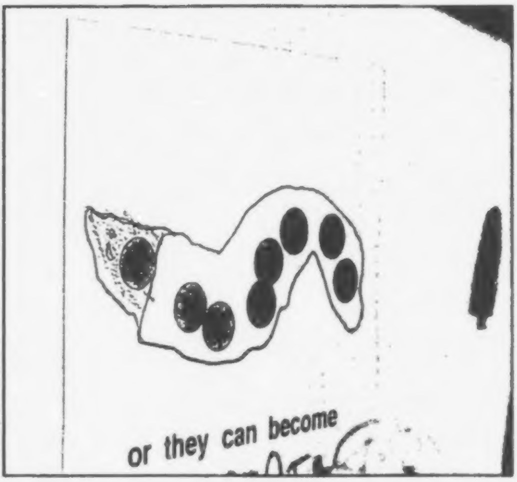


Photo by L.A. Noble.

Activity Alternatives

Younger children can use pictures of items in rhyming books to select two items (words) that rhyme.

Linking Families

Have the children share the class book with their families.

Target Outcomes

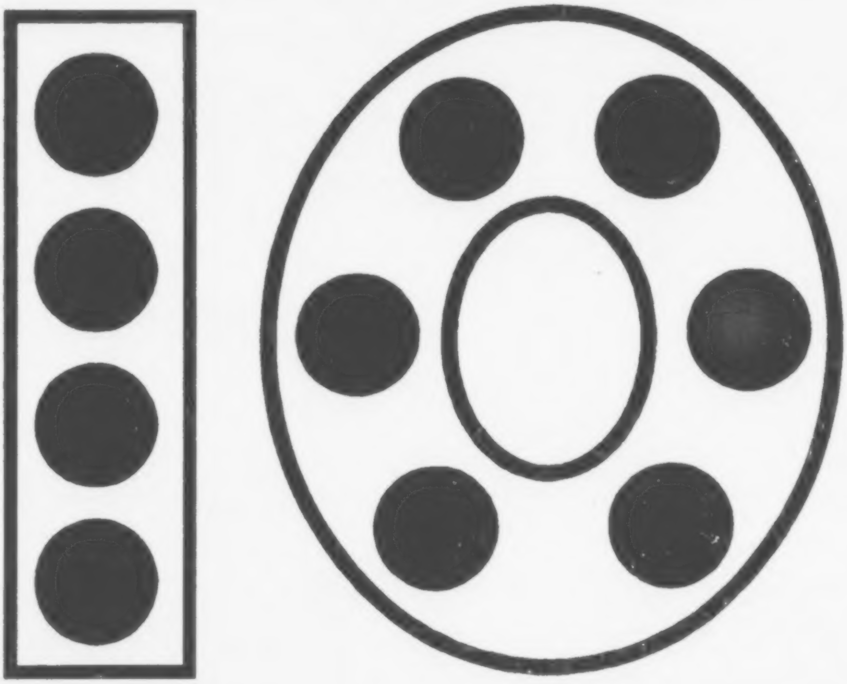
Ages 3-4:

1. Identify words that rhyme, with assistance
2. Produce words that rhyme, with assistance
3. Write using mock or random letter strings
4. Use left to right sequencing when following words in a book

Ages 5-6:

1. Identify words that rhyme
2. Produce words that rhyme
3. Write using random letter strings; semiphonetic or phonetic spellings

What Can You Do With Ten Black Dots?



A class book adapted from *Ten Black Dots* by Donald Crews.

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We

made

pictures

from

one

to

ten.

Let

us

read

our

picture

book

again.

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One dot can make ________

or it can become ________

Two dots can make ________

or they can become ________

Three dots can make ________

or they can become ________

Four dots can make ________

or they can become ________

Five dots can make ________

or they can become ________

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Six dots can make ________

or they can become ________

Seven dots can make ________

or they can become ________

Eight dots can make ________

or they can become ________

Nine dots can make ________

or they can become ________

Ten dots can make ________

or they can become ________

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Odd One Out: Rhyming

Materials

Vocabulary picture cards (one-syllable words work best), or set of rhyming pictures (available from educational catalogues, or they may be made using magazine photos and gluing them onto index cards)

Description

Group sets of two or three pictures that rhyme and one picture that does not rhyme. Say: "We are going to play the Odd One Out game. I have four pictures. Three of the pictures rhyme or sound the same at the end and one doesn't rhyme. It sounds different at the end. Let's see who can find the odd one out or the picture that doesn't rhyme or doesn't sound the same at the end." Hold up the pictures and say (for example) "fissshhh — dissshhh — mannn — wissshhh. Which one doesn't rhyme?" Slightly exaggerating the ending sound helps to highlight it for the children. Have children identify the odd one out and then present to them another set. Continue with additional sets of pictures.

Examples of rhyming word sets with broad contrasts (easier):

fish, dish, **man**, wish
chair, bear, hair, **kiss**
cat, **shoe**, hat, bat
sun, run, bun, **dice**
man, rug, bug, hug
nose, hose, **dog**, rose

Examples of rhyming word sets with close contrasts (more difficult):

rock, sock, **cat**, block
log, dog, frog, **ring**
dice, **fish**, rice, mice
man, **comb**, fan, can
hat, ship, chip, rip
shoe, **day**, two, blue

Language Use

Rhyming
- Identification

Blending

Segmenting
- Onset and rime

Print Awareness

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Activity Alternatives

Place hook-and-loop fastener tape on the backs of pictures and make a display board to hold the pictures. The odd picture can be removed as part of the activity. (See the "Odd One Out: Beginning and Ending Sounds" segmenting activity in this chapter.)

Linking Families

Have the children make sets of rhyming word pictures to share with their families.

Target Outcomes

Ages 3-4:

1. Identify words that rhyme, with assistance
2. Segment words into onset (beginning sound) and rime (rest of word), with assistance

Ages 5-6:

1. Identify words that rhyme
2. Segment words into onset (beginning sound) and rime (rest of word)

Sandwich Book

Materials

- The book *Sam's Sandwich* by David Pelhem
- 12" x 18" white construction paper for each child, cut and folded with starter sentences written on each sheet (see blackline master, following; enlarge it to desired size)
- Crayons and pencils
- Two pieces of foam, shaped like the folded "bread" pages (use blackline master, following); on the book cover, use a large brown marker to write the title *The Sandwich Book*
- Two large rings for bookbinding

Description

Read the book *Sam's Sandwich* aloud to the children and talk about all of the interesting things that people might eat. When appropriate while reading the story, ask the children if an item is a "thumbs up" (nice) or "thumbs down" (not nice) thing to place in a sandwich for someone to eat. Have the children use their imaginations to think of their own rhyming and unusual objects not found in sandwiches. In small groups, have them draw pictures of the objects on the prepared white construction paper, and encourage them to write the rhyming words by sounding them out (you should model semiphonetic and phonetic spellings as examples).

Language Use

- Food concepts

Rhyming

- Production

Blending

Segmenting

Print Awareness

- Print development

Example #1:

"Inside my sandwich was a...cake."
"Looking further, I found a...snake" (drawn under the flap).

Example #2:

"Inside my sandwich was a...clown."
"Looking further, I found a...crown" (drawn under the flap).

Create a classroom book from the children's pages. (Some samples are shown here to illustrate how the idea works.) Cut the foam the same shape as the folded book pages and use the foam as a cover.

Activity Alternatives

None.

Linking Families

Have children take turns sharing the Sandwich Book at home with their families.

Target Outcomes

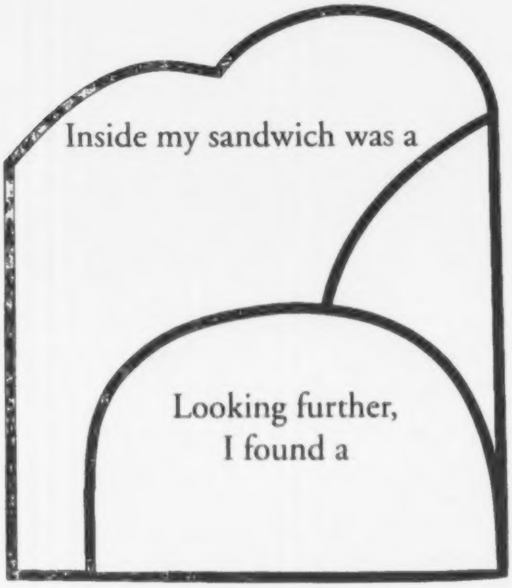
Ages 3-4:

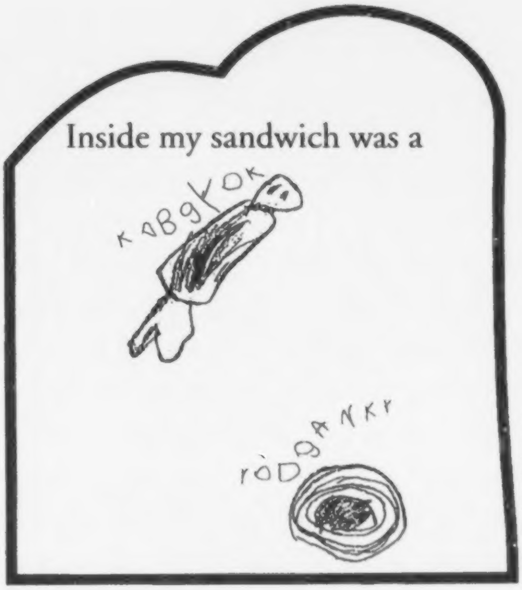
1. Identify rhyming words, with assistance
2. Produce words that rhyme, with assistance
3. Write using mock or random letter strings

Ages 5-6:

1. Identify rhyming words
2. Produce words that rhyme
3. Write using random letter strings; semiphonetic or phonetic spellings

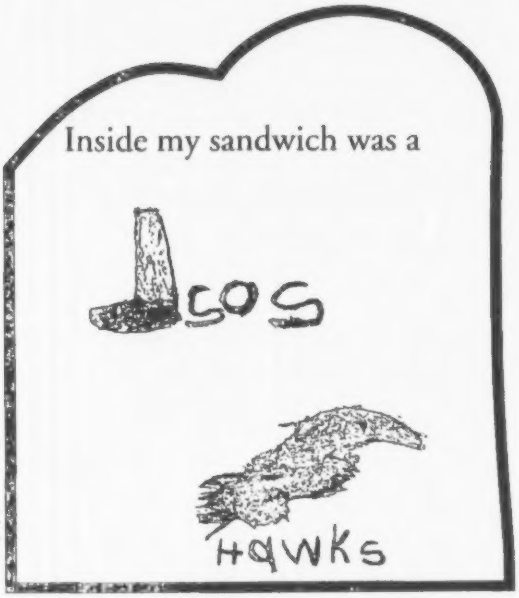
Prepared, folded page should look like this.


Inside my sandwich was a
Looking further, I found a


Inside my sandwich was a
KaBgrOK
rODgANKr

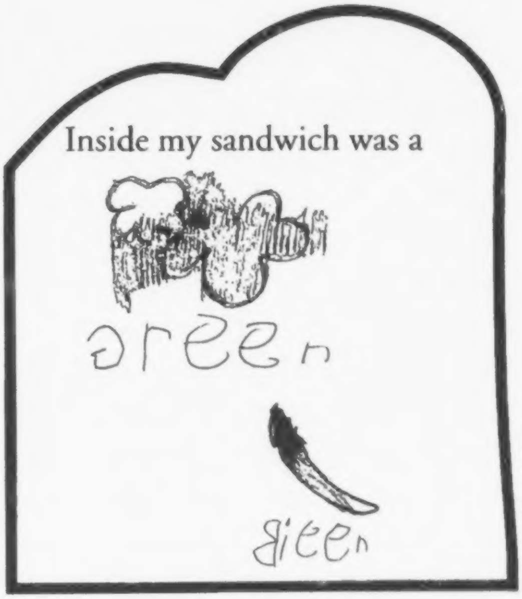
FISH/DISH

Drawing by Kergan Boggs.


Inside my sandwich was a
sos
Hawks

SOCKS/HAWKS

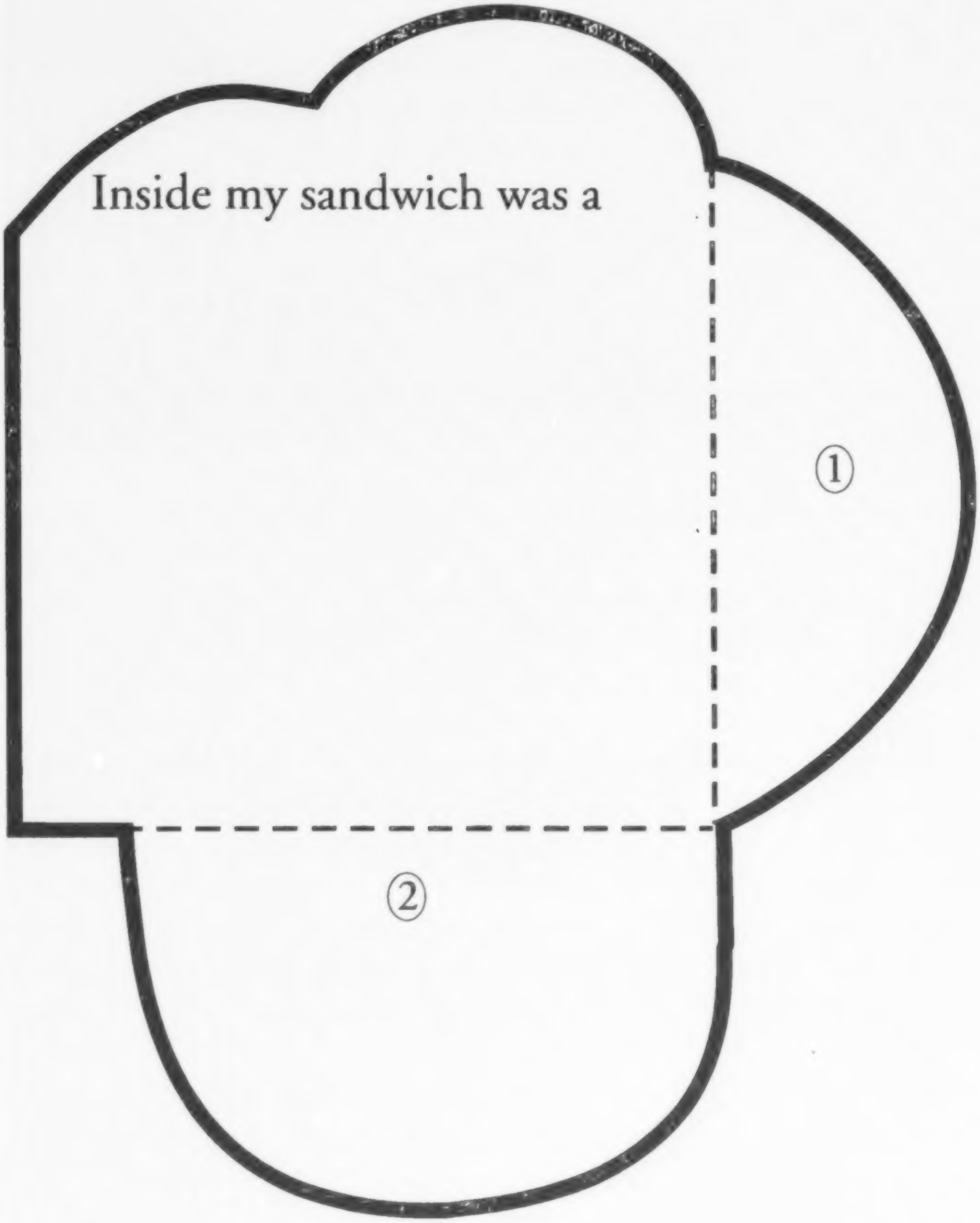
Drawing by Jon Tintinger.


Inside my sandwich was a
green
gieen

GREEN/BEAN

Drawing by Maggie Morris.

Directions: Make one copy of this page for each student, on white construction paper (enlarge this master to any desired size). Cut along the solid lines, fold along the dotted lines, and write the words "Looking further, I found a" on the outside of flap 2.



Activity: **Sandwich Book**

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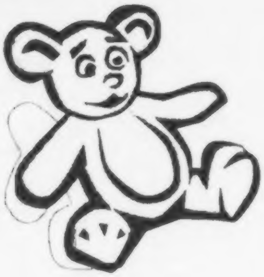
Teddy Bear Book



Materials

- Brown construction paper for bear head and paws (see blackline masters, following, for pattern)
- Thin elastic
- Regular or digital camera to take photographs of children
- Rhyming objects
- Book cover and inside pages (use blackline master, following, for bear shape)
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

Teach the rhyme "Teddy Bear, Teddy Bear" to the children along with the actions:

Teddy Bear, Teddy Bear, touch your nose,
Teddy Bear, Teddy Bear, touch your toes,
Teddy Bear, Teddy Bear, turn around,
Teddy Bear, Teddy Bear, touch the ground.

Make a bear headband and paws for each child, using paper and elastic. Then take pictures of the children (wearing headbands and paws) holding rhyming items or acting out rhyming words (see the following sample and list for ideas). Make a classroom book, placing the pictures of the children on the adjacent pages with the printed words, for example:

Language Use

- Number concepts

Rhyming

- Identification
- Production

Blending

Segmenting

Print Awareness

- Print development
- L–R sequencing
- 1:1 word correspondence

Created by Toni Hould.

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On Left Page	On Right Page
picture of Toni holding a fish	Toni Bear, Toni Bear, touch the fish,
picture of Erika holding a dish	Erika Bear, Erika Bear, touch the dish.
picture of Cedric reaching for the sky	Cedric Bear, Cedric Bear, reach for the sky,
picture of Tom pretending to fly	Tom Bear, Tom Bear, pretend to fly.

When writing or printing the words for the book, use one ink color for the children's names and another ink color for the words that rhyme, to highlight the print.

Suggestions for rhyming word pairs:

fish-dish
block-clock
bug-rug
doll-ball
rock-sock
bone-phone
hat-cat
car-star
cup-pup
hook-book
shoe-two
fan-can
bed-head
chair-hair
yarn-barn
sky-fly
door-floor
keys-knees
spoon-moon
shirt-dirt

The pages of the book can be cut into the shape of a teddy bear (use blackline master, following) with the book title written across the top of the bear's head.

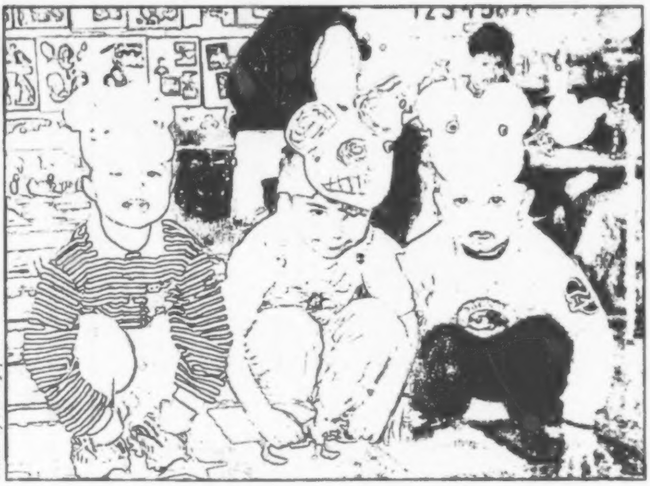


Photo by Stacia Jepson.

Activity Alternatives

None.

Linking Families

Have children share the Teddy Bear Book with their families.

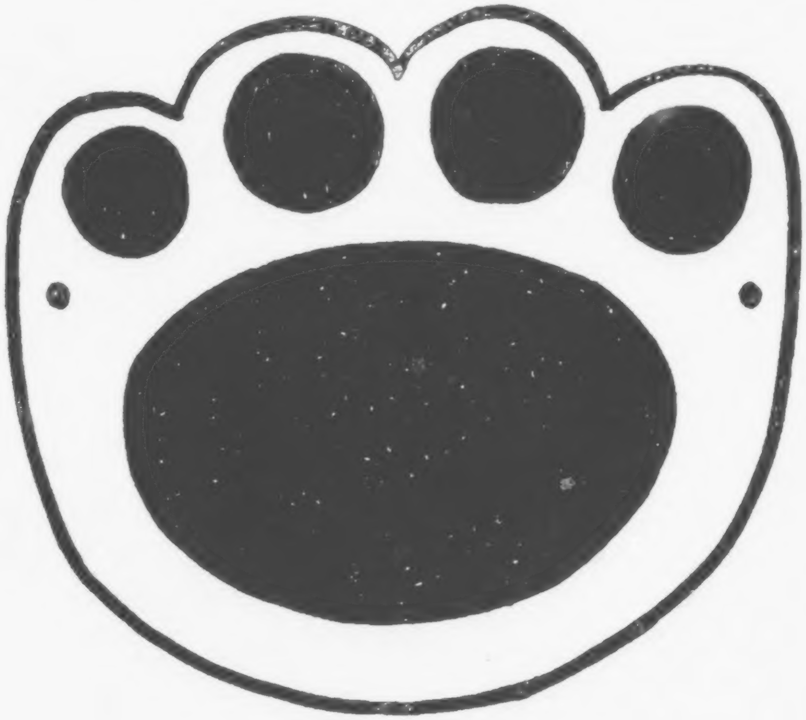
Target Outcomes

Ages 3-4:

1. Repeat the rhyming verse in the book
2. Identify words that rhyme, with assistance
3. Use left to right sequencing when following the words in a book

Ages 5-6:

1. Repeat the rhyming verse in the book
2. Identify words that rhyme
3. Use 1:1 word correspondence while reading words



Activity: **Teddy Bear Book**

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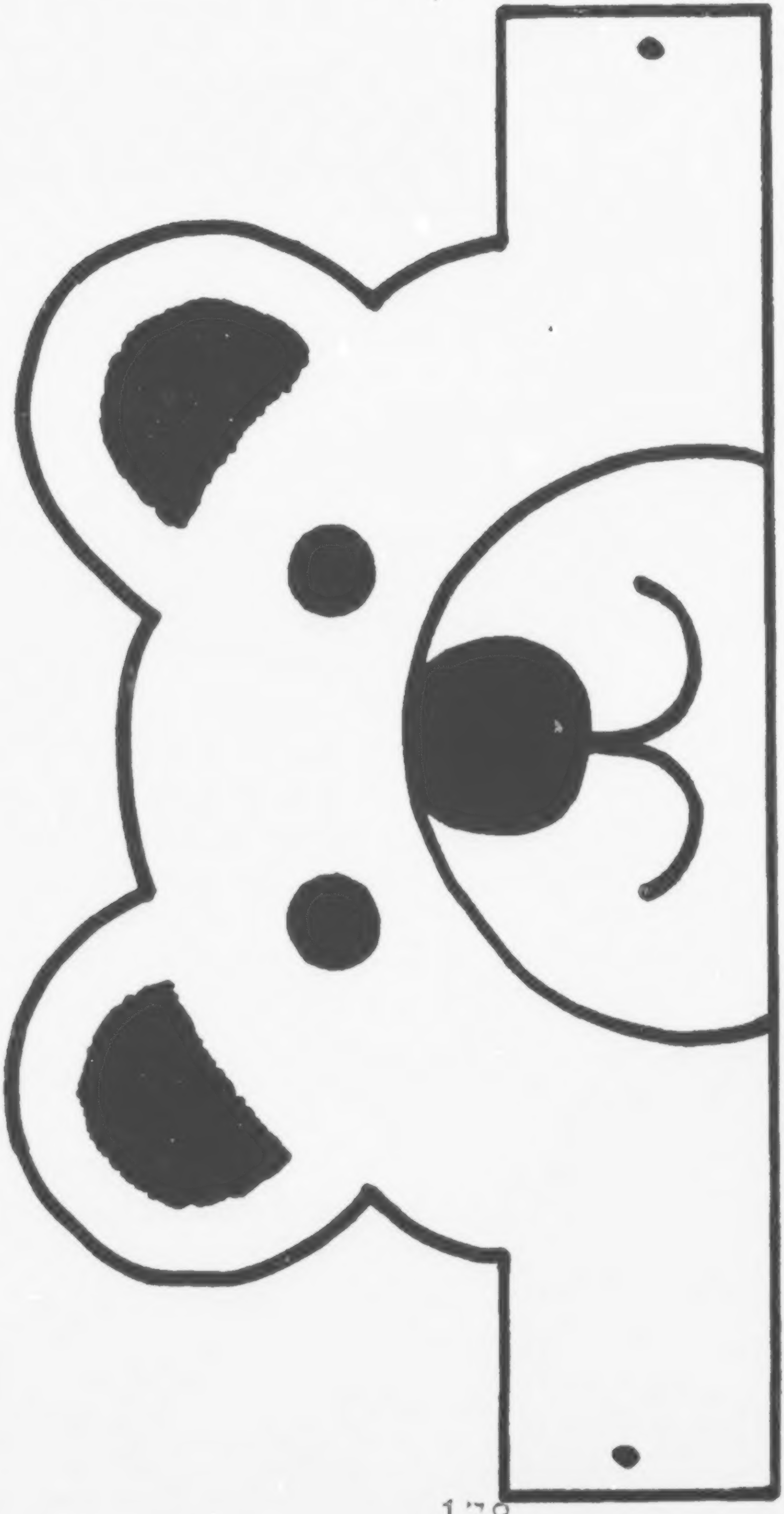

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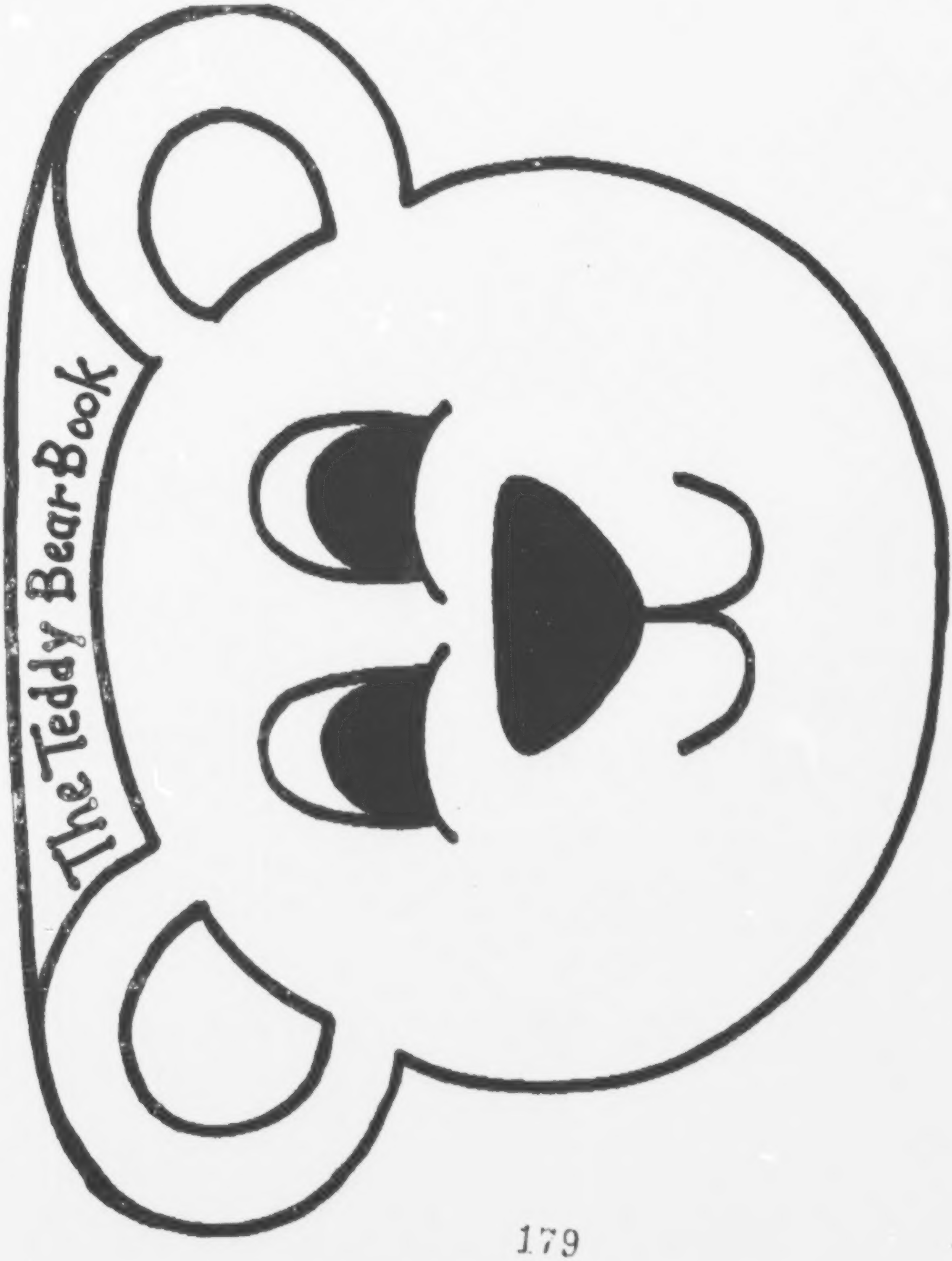
Activity: **Teddy Bear Book**



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There's a Zomething on My Something

Materials

- The book *There's a Wocket in My Pocket* by Dr. Seuss
- Paper for children's drawings
- Book finishing materials (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

Read the book *There's a Wocket in My Pocket* to the children. Have the children invent their own characters and draw pictures of their characters with the rhyming household or classroom object and write (or narrate) the sentence. Create a classroom book with the children's rhyming characters.

Aa Bb Cc Dd Ee

Photo by Stacia Jepson.

Language Use

Rhyming

- Production

Blending

Segmenting

Print Awareness

- Print development

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Activity Alternatives

None.

Linking Families

1. Have children share the Zomething book at home with their families.
2. Encourage families to create their own Zomething books.

Target Outcomes

Ages 3-4:

1. Produce words that rhyme, with assistance
2. Write using mock or random letter strings

Ages 5-6:

1. Produce rhyming words
2. Write using random letter strings; semiphonetic or phonetic spellings

Who's Here? Magic Hat

Materials

- List of all children in the class
- Set of teacher-made consonant cards (cut index cards 1" to 1½", and write a consonant on each card)
- A "magic hat" (or other container)

Description

Put a set of consonant letter cards into a Magic Hat. Place a large rubber band around the outside of the hat to display the discarded letter cards. For organizing purposes, if two classes use the same container, simply color code the two sets of consonants cards (e.g., AM=red, PM=blue) and add a second rubber band. The top rubber band can then hold the AM red consonants; the bottom rubber band can hold the PM blue consonants. When a class uses a particular letter, it is then displayed by sliding it under the appropriate rubber band.

During attendance each day, have one child randomly select one card and identify the letter's name and the sound the letter makes. Attendance is then called by saying a child's name and then changing it to begin with the sound of the letter that child drew from the Magic Hat. Model using your own name first; this helps the children hear how a name can be changed into a rhyming word. The names may sound silly! Ask the children to join in when they have the pattern. Chant the child's name, chant the selected letter sound three times, then chant the child's "new" name. Continue until all children have a turn.

Language Use

Rhyming

- Production

Blending

- Beginning sounds

Segmenting

- Beginning sounds

Print Awareness

- Letter names
- Letter sounds

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Example: T

Ms. Noble TTT Ts. Toble
Jorge TTT Torge
Katy TTT Taty
Yvonne TTT Tyvonne
Simon TTT Timon

Activity Alternatives

1. This activity may be used once per week to feature a "sound of the week."
2. Give directions by using "sound of the week" speech. For example, say "Dand dup dand dalk do da door dor drecess."

Linking Families

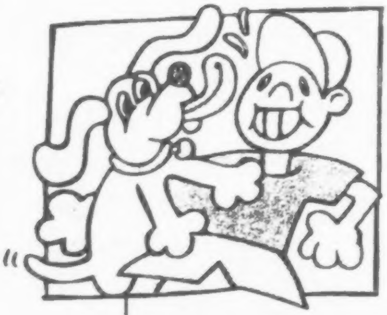
Have children say the names of their family members using the "Magic Hat" way of talking.

Target Outcomes

Ages 3-4:
1. Produce rhyming words, with assistance
2. Segment and blend beginning sounds in names
3. Identify letter names, with assistance

Ages 5-6:
1. Produce rhyming words
2. Segment and blend beginning sounds in names
3. Identify letter names
4. Identify letter sounds

Yes, Yes, Yes, I Have Found My Pet!



Language Use

- Sentence patterns
- Spatial concepts

Rhyming

- Identification
- Verse

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Materials

- The book *Where's Spot?* by Eric Hill
- Book cover (see blackline master, following), cut in half, one for each child
- Parts for book (see blackline master, following), cut in half, one for each child
- Book pages (see blackline masters, following), cut in half, one for each child
- Crayons
- Scissors
- Glue
- Stapler for binding
- Binding: 2" x 5.5" yellow construction paper, folded in half to create 1" x 5.5" binding strips

Description

Read the story *Where's Spot?* to the whole group. Ask the children if they have ever had to find a pet or something else, perhaps a fox. Then tell the children they will find a rhyming place for: a fan, a ring, a pet, and a box in their own book, *Yes, Yes, Yes, I Have Found My Pet.* Demonstrate assembling the book: Tell the children to cut out the five parts from the blackline masters and glue them in the appropriate

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places on the book pages, then decorate and color them. (The underlined words on the blackline masters are to help the children with word recognition.) Help assemble each child's book, using a stapler, then help the children staple a yellow strip over the raw edges of their books to create a finished look.

Assemble the book as follows:

- **Rectangle**: The rectangle is the **van**'s door. Fold it on the dotted line, and put glue only on the narrow strip (this is the door hinge). Match its placement with the rectangle on the van, so the door can open and expose the **fan**.
- **Ring**: The narrow rectangle strip is an accordion to be folded on the dotted lines. Glue the **ring** to one end, and glue the other end to the **king**'s finger.
- **Box**: Fold the top of the box on the dotted line, and put glue only on the back of the narrow strip. Place the **box** on top of the **fox**. The box can move to expose the fox behind it.
- **Dog**: The **pet** dog is glued below the **jet**.

Activity Alternatives

None.

Linking Families

Have the children share their books with their families.

Target Outcomes

Ages 3-4:

1. Identify words that rhyme, with assistance
2. Repeat sentence pattern from book
3. Identify spatial concepts
4. Use left to right sequencing when following words in a book

Ages 5-6:

1. Identify words that rhyme
2. Repeat sentence pattern from book
3. Describe spatial concepts
4. Use 1:1 word correspondence while reading words

Yes, Yes, Yes
I Have Found My Pet

By ______________________________

Yes, Yes, Yes
I Have Found My Pet

By ______________________________

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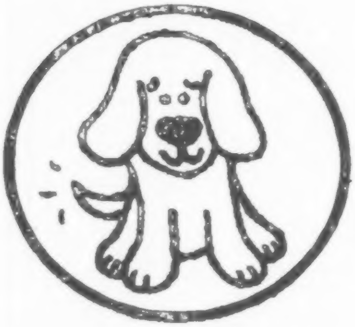

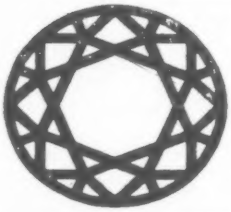

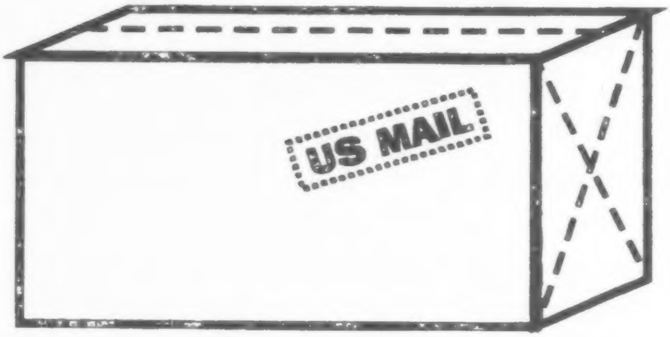

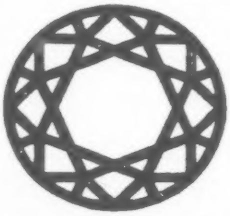

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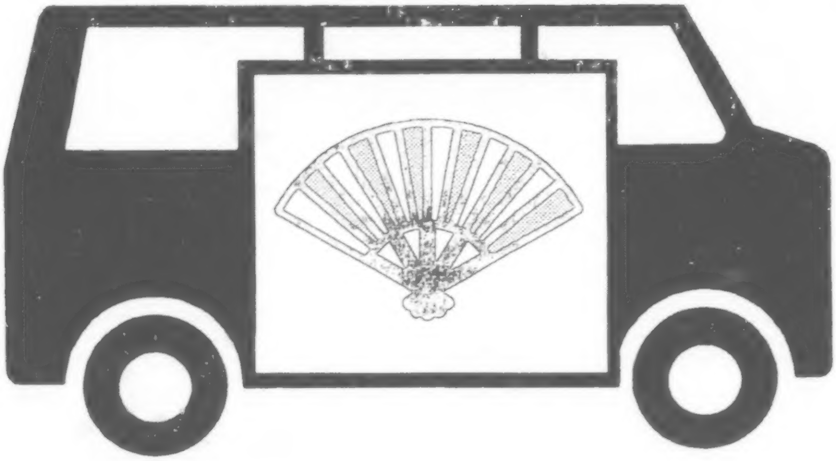
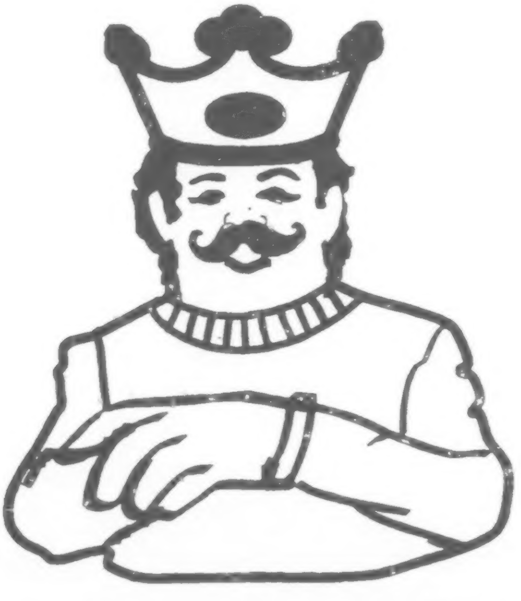


I am looking for my fan. Is it in the van?
Yes, yes, yes. My fan is in the van.



I am looking for my ring. Is it on the king?
Yes, yes, yes. My ring is on the king.

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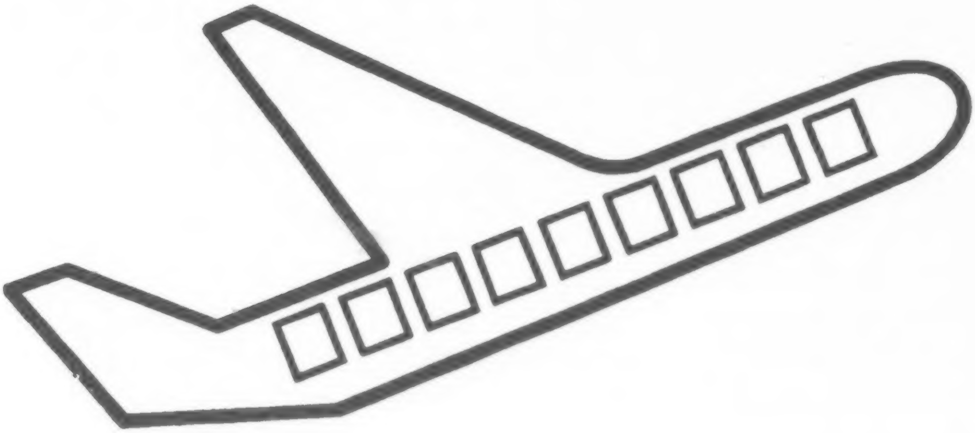
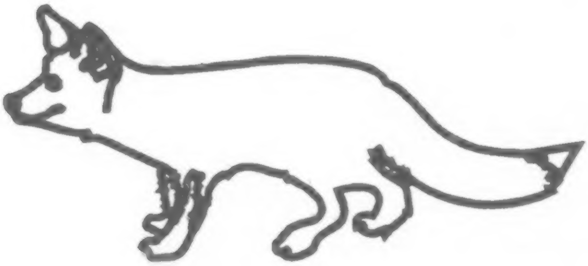


I am looking for my pet. Is it below the jet?
Yes, yes, yes. My pet is below the jet.



I am looking for my fox. Is it behind the box?
Yes, yes, yes. My fox is behind the box.

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Yes, Yes, Yes
I Have Found My Pet

By ______________________________

The End

Yes, Yes, Yes
I Have Found My Pet

By ______________________________

The End

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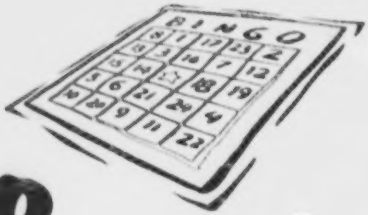

Blending Bingo

Materials

- Ready-made Bingo cards with pictures (can be purchased in educational catalogs, bookstores, and toy stores)
- Plastic chips of the appropriate size to cover pictures

Description

Play the Bingo game in a typical manner, following the directions of the game except when saying the chosen word, say it in a segmented manner for the children to blend. If any chosen words have more than one syllable, segment them verbally into syllables. If the chosen words have one syllable, segment the words verbally into sounds.

Activity Alternatives

Play the Bingo game following the directions, and say a word that rhymes with the chosen word. Have the children find the picture on their card that rhymes with the "rhymed" chosen word.

Linking Families

Children may check out the Bingo game and take it home to play it with their families.

Language Use

Rhyming

- Identification

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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Target Outcomes

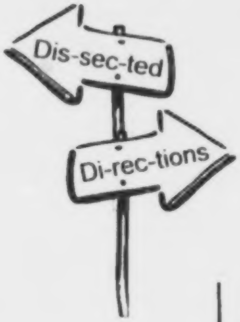
Ages 3-4:

1. Blend words from syllables
2. Blend words from sounds separated by short pauses

Ages 5-6:

1. Blend words from syllables separated by one-second pauses
2. Blend words from sounds separated by one-second pauses

Dissected Directions



Materials

- None needed

Description

Give the directions in a segmented manner when transitioning between activities during the school day. Have the children blend what was said and follow the directions. Begin this activity by segmenting the directions into words and syllables; when the children have mastered syllables, segment words into sounds. For example, when it is time to go outside to recess, say, “Stand – up – and – get – your – ja – ckets – and – go – out – side – for – re – cess.” Or “ S – t – a – n – d u – p a – n – d l – i – ne u – p a – t th – e d – o – or.”

Activity Alternatives

1. Use the Who's Here? Bouncing Speech activity in this chapter to give directions by saying the beginning sound of each word several times.
2. Use the Who's Here? Magic Hat activity in this chapter to give directions by beginning each word with the same sound.

Linking Families

Have the children describe their day to their families by segmenting the words in their descriptions.

Language Use

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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Target Outcomes

Ages 3-4:

1. Blend words from syllables
2. Blend words from sounds separated by short pauses

Ages 5-6:

1. Blend words from syllables separated by one-second pauses
2. Blend words from sounds separated by one-second pauses

Grab Bag Surprise

Materials

- Two cloth bags (ones that you cannot see through)
- Small toy objects with names that can be segmented into one to five syllables
- Small toy objects with names that can be segmented into two to four sounds

Description

Place the objects into their respective bags (one bag for each category). Tell the children: "I have a surprise in the bag. I'm going to say its name in a special way. See if you can guess what I have." Reach into the bag of objects whose names can be segmented into syllables and choose an object, keeping it hidden in the bag. Segment the name of the object into syllables separated by one-second pauses, and have children blend the name (e.g., say "mo–tor–cy–cle" and have the children blend the word, saying *motorcycle*). Show them the object when they say the name. Then say, "Now you say *motorcycle* in the special way." Have them segment the word into syllables while clapping their hands on their knees, one clap per syllable.

Suggestions for objects to segment into syllables:

mo–tor–cy–cle
sub–ma–rine
e–le–phant
di–no–saur
al–li–ga–tor
cow–boy–hat
te–le–phone
te–le–vi–sion
spi–der
ze–bra
can–dle
truck
ba–by
bot–tle
pan – cake

When the children are successful at blending words from syllables, use the other bag of objects whose names can be segmented into sounds. Follow the same procedure, saying: "I have a surprise in the bag. I'm

Language Use

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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going to say its name in a special way. See if you can guess what I have." Segment the name of the object into sounds, separated by one-second pauses and have the children blend the word (e.g., "f–i–sh" and again have the children blend the word, this time saying *fish*). Then say, "Now you say *fish* in the special way." Using your fingers to tap out the sounds, help the children segment the sounds in the word using their fingers to tap them also.

Suggestions for objects to segment into sounds:

sh–oe
t–wo
ei–ght
e–gg
z–oo
f–i–sh
s–o–ck
n–e–t
s–u–n
m–a–n
b–u–s
d–o–g
c–a–r
sh–ee–p
r–o–ck
h–a–n–d
n–e–s–t
s–t–o–p (use a small "stop" sign)
f–o–k–s (x)
s–t–a–r

To make this task easier, shorten the pauses between the sounds or syllables. To make it more challenging, increase length of the pauses between them. Also, keep in mind that long sounds like /f/, /s/, /sh/, /m/, and /n/ are more perceptible and easier to hear. Words that have these sounds are easier for young children to blend when they are first learning this task.

Activity Alternatives

1. Use pictures of items instead of the objects themselves.
2. Use objects represented by familiar sight words.

Linking Families

Encourage families to create their own Grab Bags with items to blend and segment.

Target Outcomes

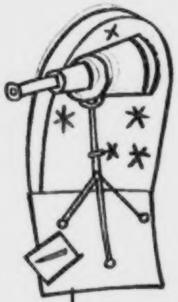
Ages 3-4:

1. Blend words from syllables
2. Blend words from sounds separated by short pauses
3. Segment words into syllables

Ages 5-6:

1. Blend words from syllables separated by one-second pauses
2. Blend words from sounds separated by one-second pauses
3. Segment words into syllables
4. Segment words into sounds, with assistance

"I Spy" Game



Materials

- Paper towel tubes, one for each child; or bathroom tissue rolls, two for each child
- Decorating materials, such as stickers and ribbons
- Glue

Description

If using bathroom tissue rolls, have each child glue or tape two rolls together to make a longer tube. Each child's tube is his or her "spotting scope;" have the children decorate their own scopes with stickers and ribbons. Play the "I Spy" game using objects in the room: Choose an object and segment its name into syllables or sounds, using one-second pauses in between. For example, say, "I spy a te–le–phone" or "I spy a l–i–ght." Have the children find the spied item with their spotting scopes and say the word in a blended fashion. Then have them say the word again in a segmented fashion.

Activity Alternatives

1. In small groups have the children take turns finding something in their environment, segmenting the name, and blending the words again while using their spotting scopes.
2. Have children look through their spotting scopes to explore their environment (classroom, home, day care, playground) for symbols, words, letters, or numbers.
3. Use the "I Spy" game to find rhyming words. For example, say, "I spy something that rhymes with *mindow*."
4. Use the "I Spy" game to find items that begin with a particular sound. For example, say, "I spy something that begins with /f/."

Language Use

Rhyming

- Identification

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

- Word recognition
- Symbol recognition

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Linking Families

Have the children take their spotting scopes home and play the "I Spy" game at home.

Photo by L.A. Noble.

Target Outcomes

Ages 3-4:

1. Blend syllables into words
2. Blend sounds into words
3. Segment words into syllables
4. Identify written symbols in the environment
5. Identify rhyming words, with assistance

Ages 5-6:

1. Blend sounds into words
2. Segment words into syllables
3. Identify written words, letters, and numbers in the environment
4. Identify rhyming words

Magic Mirror

Materials

- White tag board, cut into Magic Mirrors with the centers removed, one for each child (see blackline master, following)
- Crayons, markers, glitter glue, and other decorating materials
- Scissors
- Laminating film or clear adhesive plastic

Description

Have each child decorate a Magic Mirror. Then cut out the frames and laminate each mirror or use clear adhesive plastic to cover each one and go across the center cutout. This makes a transparent "mirror" effect. Have each child decorate his or her mirror. Then have the children hold their mirrors in their hands and listen while you say, "Mirror, Mirror, lead the way. Find the word that I say." Then, using the verse card (see blackline master), choose a word that names an item in the classroom, and segment the word into syllables or sounds. Have the children find the item with their mirrors and say the word in a blended fashion. Then have them repeat the word in a segmented fashion.

Activity Alternatives

1. In small groups, have the children take turns finding something in their environment, segmenting the name, and blending the words while using their Magic Mirrors.
2. Have children look through their Magic Mirrors to explore their environment (classroom, home, day care, playground) for symbols, words, numbers, or letters.

Language Use

- Sentence pattern

Rhyming

- Verse

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

- Word recognition
- Symbol recognition

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Linking Families

Have the children take their Magic Mirrors home to share with their families.

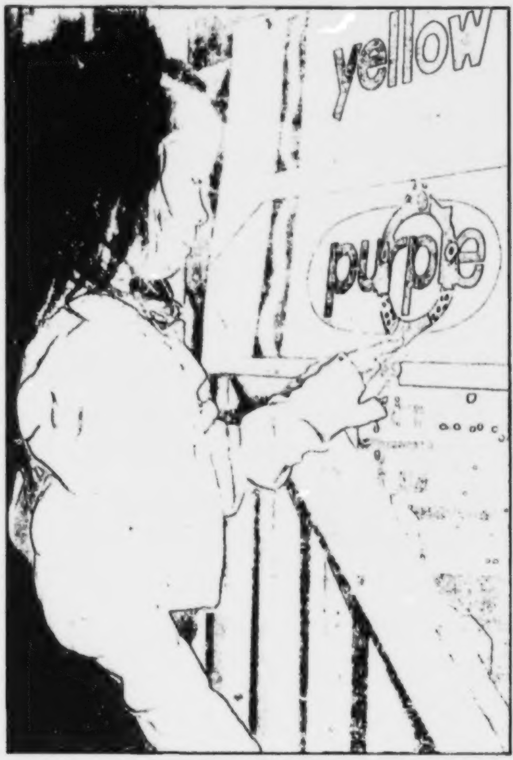


Photo by L.A. Noble.

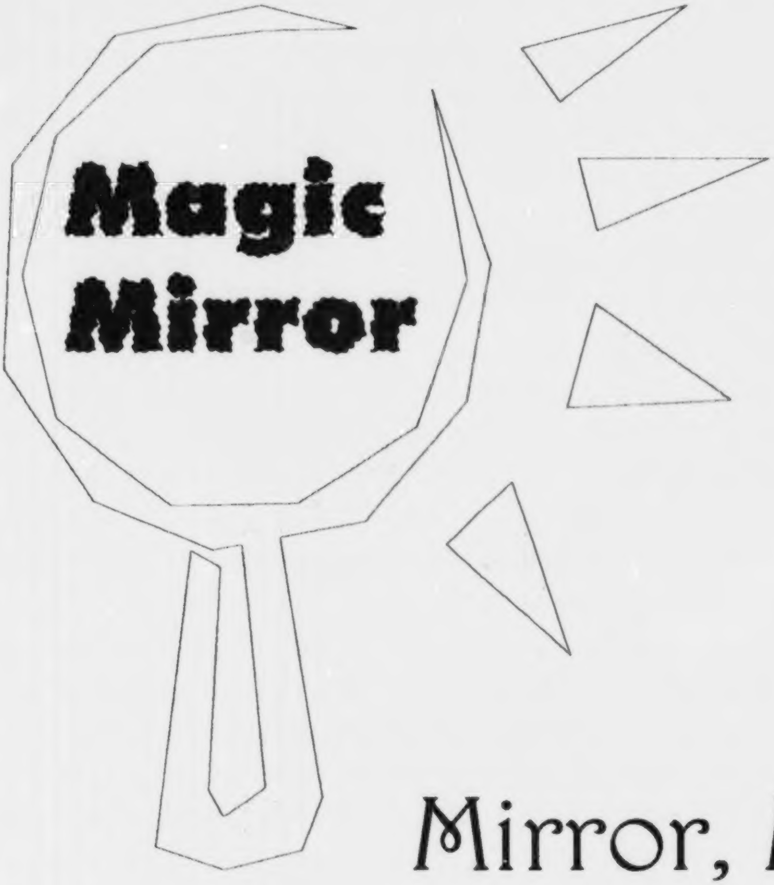
Target Outcomes

Ages 3-4:

1. Blend syllables into words
2. Blend sounds into words
3. Segment words into syllables
4. Identify written symbols in the environment
5. Repeat sentence patterns in verse

Ages 5-6:

1. Blend sounds into words
2. Segment words into syllables
3. Segment words into sounds
4. Identify written words, letters, and numbers in the environment
5. Repeat sentence pattern in verse



Mirror, Mirror,
lead the way.
Find the word
that I say.

“ ”

____

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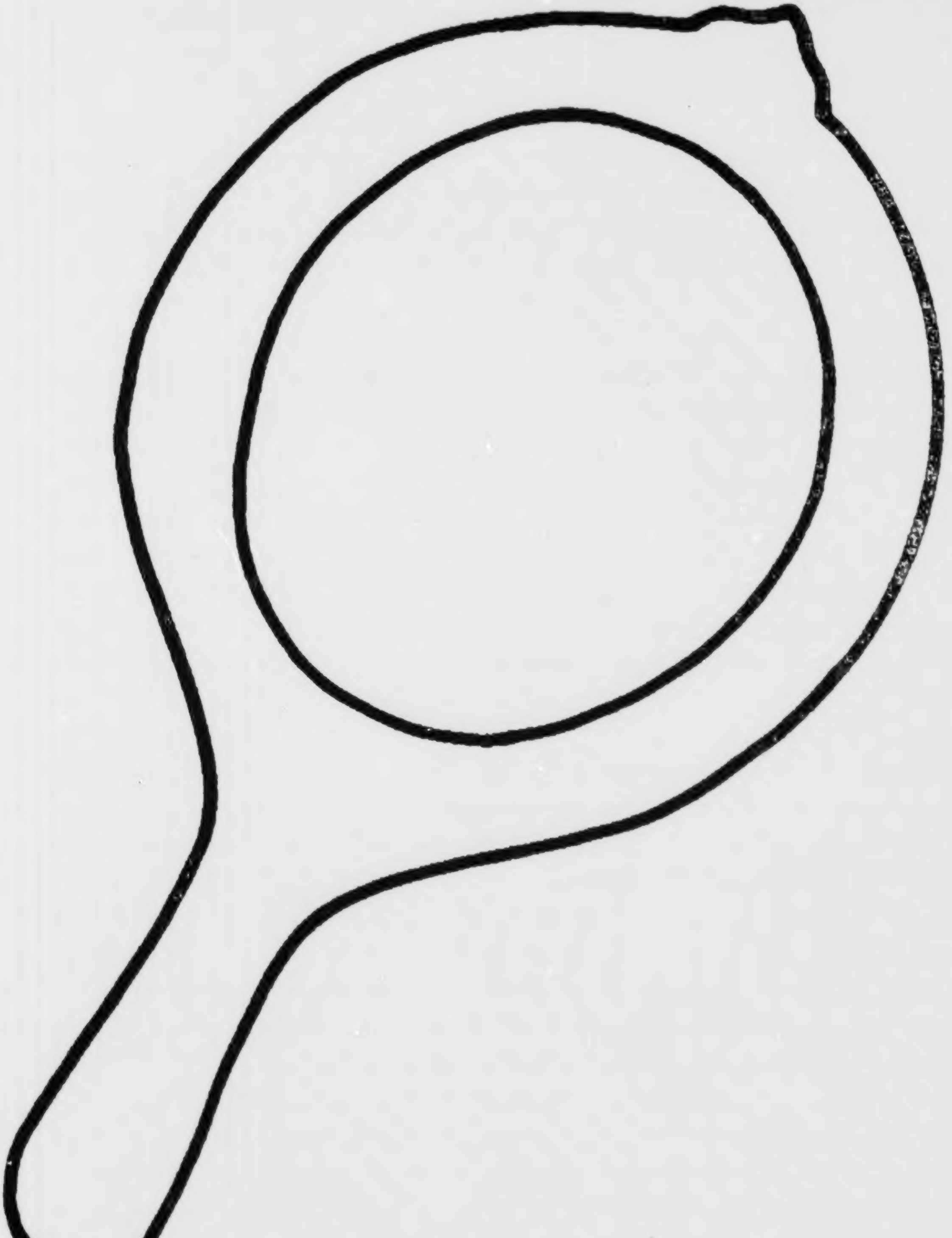

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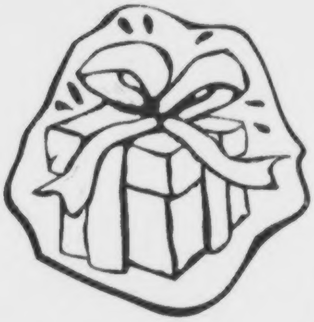
Presents



Materials

- Small, lidded boxes covered with gift wrap (wrap the lid and container separately)
- Small toy objects
  or
- Library card pockets covered with gift wrap
- Pictures that fit into the card pockets

Description

Use either the small boxes and small objects or the card pockets and pictures. Select objects or pictures whose names can be easily segmented into syllables and into sounds. Place one object into each box or one picture into each card pocket. In a group activity, tell the children that you have some presents and they get to guess what is inside. Explain that you are going to say the words very slowly in a special way, and then they get to tell you what is in the present. Peek inside one of the boxes or card pockets and segment the word for the object or picture inside. Begin by segmenting the words into syllables, saying the syllables with one-second pauses in between. For example, say, "Here's the present, ca–ter–pil–lar." Have the children blend the name, saying it in a natural manner. Then have the children segment the word. Continue with more presents. When children are successfully blending words from syllables, have them blend words from sounds. The blending task can be made more challenging by increasing the length of pauses between the syllables or sounds, or it can be made easier by decreasing the pause length.

Language Use

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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Suggested pictures or objects to use:

Syllables		Sounds	
stick–er	mo–tor–cy–cle	f–i–sh	d–i–ce
ham–mer	di–no–saur	c–a–t	p–i–g
lad–der	te–le–phone	sh–oe	sh–ir–t
ap–ple	ba–na–na	s–o–ck	t–ie
ti–ger	kan–ga–roo	b–oo–k	s–p–oo–n

Activity Alternatives

Have the children take turns segmenting the names of the presents into syllables and sounds.

Linking Families

Have the children make presents with pictures that they can take home to blend and segment with their families.

Target Outcomes

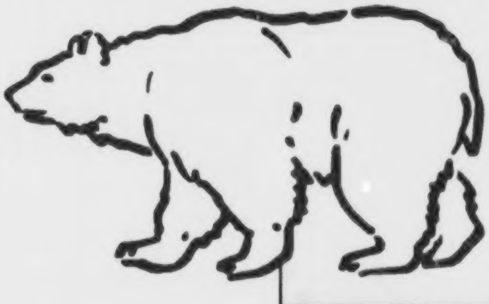
Ages 3-4:

1. Blend words from syllables, said with short pauses
2. Blend words from sounds separated by short pauses
3. Segment words into syllables

Ages 5-6:

1. Blend words from syllables separated by one-second pauses
2. Blend words from sounds separated by one-second pauses
3. Segment words into syllables
4. Segment words into sounds

Pull Apart Polar Bear Book



Materials

- The book *Polar Bear, Polar Bear, What Do You Hear?* by Bill Martin
- Pictures or puppets of animals in the book, or other animals
- Paper and crayons (for the children to draw their own animal pictures)

Description

To the whole group, introduce and read the book *Polar Bear, Polar Bear, What Do You Hear?* Before each page is turned, say the name of the following animal in a segmented manner and have the children blend the syllables to say the name. Tell the children, "As I read, I am going to say the names of the animals in a special way. See if you can tell what the animals are. Ready? Polar Bear, Polar Bear, what do you hear? I hear a li–on" (pause and have the children tell you the name of the animal) "roaring in my ear." On the last page with all the animals, have the children segment the name of each animal by either slapping their knees or clapping their hands once for each syllable.

Activity Alternatives

1. Have children draw their own animal pictures, or use existing pictures of animals, to create a living book: Have the children stand in a line, each holding one animal picture. You begin the "alive" story by asking the first child in the line what is

Language Use
- Sentence structure

Rhyming
- Verse

Blending
- Words to syllables

Segmenting
- Syllables to words

Print Awareness
- L–R sequencing
- 1:1 word correspondence

heard by referring to the animal picture he or she is holding. For example, if the child is holding a picture of a panda bear, ask, "Panda Bear, Panda Bear, what do you hear?" That child looks at the second child in line to see what animal is next and responds by saying, "I hear a tiger roaring in my ear. Tiger, tiger, what do you hear?" The second child, holding a tiger, responds by saying, "I hear a (the third child's animal and sound) in my ear…" Continue until all children have had a turn participating in the alive book (also see the "Brown Bear Alive Book" Language Use activity in Chapter 4).

2. Create a classroom book or individual books, having the children write and illustrate the pages.
3. Have the children each draw an animal to make a wall storybook.
4. Make a classroom book, using children's photographs and their names in the sentence pattern from this activity (see the "Who Do You See?" Language Use activity in Chapter 4): "(Name, name,) who do you hear? I hear (name) talking in my ear."

Linking Families

Have children draw animal pictures and make their own books to share with their families.

Target Outcomes

Ages 3-4:

1. Blend names of animals from segmented syllables
2. Segment names of animals into syllables
3. Repeat sentence pattern in storybook
4. Use left to right sequencing when following words in a book

Ages 5-6:

1. Blend names of animals from segmented syllables
2. Segment names of animals into syllables
3. Create new verses using the sentence pattern in the book
4. Use 1:1 word correspondence while reading words

Discovery Detectives

Materials

- "Discoveries" (show and tell items) that children bring from home
- A Detective Box (any small box) in which to store sticky notes
- Sticky notes
- Magnifying glass
- Colored markers

Description

Make a "Detective Box" using any small box that is large enough to hold several sticky notes. Have a child describe and tell about his or her Discovery using appropriate language; this child is the Detective. Classmates follow up by asking two questions about the item. Afterward, the Discovery Detective uses a marker to write his or her name and the letter of the initial sound (the clue) of the item's name on a sticky note from the Detective Box. The item and the note are displayed for the day. Children examine a clue (the sticky note) using a magnifying glass.

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Letter names
- Letter sounds

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Activity Alternatives

1. The Detectives may narrate the beginning sounds of their clues to an adult.
2. The Detectives may write the full name of the item on the sticky note.
3. Make a Discovery Detective classroom book using the ideas from the Show and Tell Book Language Use activity in Chapter 4.

Linking Families

Send each child's clue notebook home with his or her Discovery item.

Target Outcomes

Ages 3-4:

1. Identify beginning sound of Discovery item
2. Write or trace letters, with assistance
3. Ask questions using correct grammatic form
4. Tell two things about own Discovery item, using three- to five-word sentences

Ages 5-6:

1. Identify a beginning sound, and write the letter
2. Ask questions using correct grammatic form
3. Tell three things about own Discovery item, using five- to ten-word sentences

Hickety Pickety Bumble Bee

Language Use

- Sentence patterns

Rhyming

- Verse

Blending

Segmenting

- Words to syllables

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Materials

- Song card with words of song "Hickety Pickety Bumble Bee" (see blackline master, following)
- A bumble bee puppet

Description

This is a wonderful song or chant for an opening to a circle time activity. Using the bee puppet, you begin the song "Hickety Pickety Bumble Bee." Point to the words on the song card as you sing them. The children join in singing or chanting the song while clapping their hands on their knees in rhythm to the song's pattern. After singing the words "Please say your name for me," you choose a child and make the bee puppet "buzz" over to him or her, and give that child the puppet. That child says his or her name, segmenting the syllables while slapping hands on knees. All the children then repeat that child's name, segmenting the syllables while slapping their knees. The group sings the song again, and the child with the puppet takes a turn making the bee fly and "buzz" to another child for a turn to segment his or her name. Proceed until everyone has a turn to segment their names.

When children are able to segment their first names into syllables, have them segment their first and last names into syllables.

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Activity Alternatives

Have children sing the song to identify pictures in other thematic vocabulary units.

Linking Families

Send the words of the song home to share with families. They can segment the names of the family members.

Drawing by Ernie Johnson

Target Outcomes

Ages 3-4:

1. Segment names into syllables
2. Repeat sentence pattern in song
3. Use left to right sequencing following words

Ages 5-6:

1. Segment names into syllables and then into individual sounds (e.g., K – ay – l – a)
2. Repeat sentence pattern in song
3. Use 1:1 word correspondence while reading words

Hickety Pickety
Bumble Bee,
please say
your name for me.

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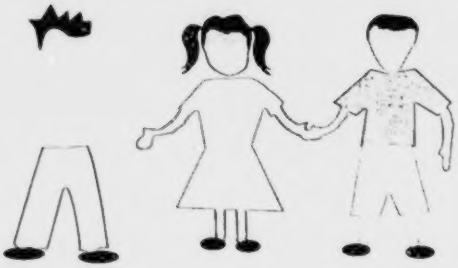
The More We Get Together



Materials

None needed.

Description

In a whole group activity, have the children link hands and walk in a circle while singing the first part of the song, "The more we get together the happier we'll be." When the children get to the next part of the song (with the names), have them stop walking and segment a child's name into syllables while they clap on their knees or with their hands. You move around the outside of the circle, moving from left to right, standing behind the child whose name is being sung (and segmented). Segment the names of four children at a time. Then repeat the song and add four more children's names. Continue until all the children's names have been segmented. Segment your name last.

> The more we get together, together, together,
>
> the more we get together the happier we'll be,
>
> (Stop, drop hands, segment names of first four children)
>
> With Jon, and Tan - ya, and Sa - sha, and Juan
>
> The more we get together the happier we'll be,
>
> With Mar - co, and Jack - ie, and Ti - mmy and Lin,
>
> The more we get together the happier we'll be.

Language Use

- Sentence patterns

Rhyming

Blending

Segmenting

- Words to syllables

Print Awareness

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Activity Alternatives

1. Extend this activity by making a picture book of the class. Each child's photograph can be included in the book, with their names printed below their pictures. Have the children sing the song as you turn the pages of the book.
2. Segment the children's names into sounds.

Linking Families

Send the words of the song home and ask families to use names of family members, including grandparents and pets, to segment.

Target Outcomes

Ages 3-4:

1. Segment names of self and friends into syllables
2. Repeat sentence pattern in song

Ages 5-6:

1. Segment names into syllables
2. Repeat sentence pattern in song

Music Makers

Materials

- A children's xylophone
- Colored circle stickers R (red), G (green), W (white), Y (yellow), O (orange), BL (blue), BK (black)
- Color-coded music cards (see blackline masters, following)

Description

Prepare music cards by coloring the circles with the appropriate color. Place colored stickers on corresponding bars that match the coded music cards. Explore the xylophone as a musical instrument. Talk about the colored stickers on the xylophone and the progression of the bar size. Compare what notes are produced by the small bars and the large bars. Talk about low bars and high bars, explore the scale, etc. Then perform a song at a slow rate from one of the music cards. Ask the children if they know the name of the song. Demonstrate how following the colored dots on the music cards and striking each corresponding colored sticker on the xylophone bar can perform a song. Have the children sing each syllable, segmenting the words of the song lyrics while you slowly strike each bar. After demonstrating this activity, the children may use the materials in a music center. Introduce other songs as the children are ready.

Activity Alternatives

Use a variety of percussion instruments (cymbals, bells, hand drums, castanets, tambourines, rhythm sticks, etc.) for whole group participation when singing songs. Explore musical beats. Sing the songs slowly and segment the words into syllables.

Language Use

- Color concepts
- Sentence patterns

Rhyming

- Verse

Blending

Segmenting

- Words to syllables

Print Awareness

- L–R sequencing
- 1:1 word correspondence

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Special thanks to Vic Richer.

Photo by L.A. Noble

Linking Families

Have children make simple percussion instruments (e.g., two decorated plates filled with beans, with the edges stapled together). Send the instruments home with the words to the songs and have the children and their families sing the song while the child plays the instrument.

Target Outcomes

Ages 3-4:

1. Segment words into syllables
2. Repeat sentence pattern in song

Ages 5-6:

1. Segment words into syllables
2. Repeat sentence pattern in song
3. Follow the rhythm of a song, using an instrument

Twinkle, Twinkle, Little Star

→

R	R	BL	BL	BK	BK	BL
G	G	Y	Y	O	O	R
BL	BL	G	G	Y	Y	O
BL	BL	G	G	Y	Y	O
R	R	BL	BL	BK	BK	BL
G	G	Y	Y	O	O	R

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Old MacDonald Had a Farm

→

BL BL BL O Y Y O

W W BK BK BL O

BL BL BL O Y Y O

W W BK BK BL

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Mary Had a Little Lamb

Y O R O Y Y Y

O O O Y BL BL

Y O R O Y Y Y

Y O O Y O R

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Have You Seen the Muffin Man?

→

R R G G BL BK G G

Y O BL BL G Y R R

R R G G BL BK G G

G BL BL R R G

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Odd One Out: Beginning and Ending Sounds

Materials

Vocabulary picture cards (one-syllable words work best); these can be made from magazines or purchased in sets from educational catalogs.

Description

Group sets of two or three pictures whose names begin with the same sound and one picture whose name begins with a different sound. Say: "We are going to play the Odd One Out game. I have four pictures. Three of the pictures begin with the same sound and one begins with a different sound. Let's see who can find the odd one out or the picture that begins with a different sound." Hold up the pictures and say, "fffish - fffan - fffire - cat. Which one doesn't belong?" Slightly exaggerate the beginning sound of each word to highlight it. Have children repeat the words in the segmented manner and identify the "odd one out." Have the children blend the words. Then present another set. When there is a high level of success identifying beginning sounds, then do the same activity focusing on ending sounds.

Examples of beginning sound sets:

fish, fan, fire, **cat**
mop, man, **rake**, mouse
cat, **lake**, cow, car

sun, soap, **man**, sock
shoe, **dog**, ship, shirt
nose, rug, ring, rock

Language Use

Rhyming

Blending

- Sounds to words

Segmenting

- Beginning sounds
- Ending sounds

Print Awareness

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Examples of ending sound sets:

bus, house, kiss, **fan**	**horse**, can, ten, sun
fish, bush, **two**, wash	hat, **five**, coat, boot
rock, **car**, bike, sack	bear, tire, four, **lip**

Activity Alternatives

1. Place hook-and-loop fastener tape on backs of pictures and make a display board to hold the pictures. The odd picture can be removed as part of the activity.
2. Have the children cut out pictures from magazines to make their own beginning and ending sound groups.

Linking Families

Have children take pictures home to share with their families.

Target Outcomes

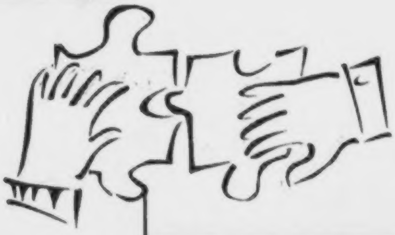
Ages 3-4:

1. Identify words that begin with the same sound
2. Blend words from sounds

Ages 5-6:

1. Identify words that begin with the same sound
2. Identify words that end with the same sound
3. Blend words from sounds

Picture Puzzles



Materials

Pictures of vocabulary word items (use pictures that can be cut into pieces)

Description

Use disposable pictures collected from magazines, older vocabulary picture sets, or photocopies. Choose words with two to five syllables, and a few one-syllable words. Cut each picture into the number of pieces that corresponds with the number of syllables in the word. Let the children take turns putting their picture puzzles together and saying the words in syllables. One-syllable words should be used occasionally, although children sometimes focus on the sounds in one-syllable words and not the "syllableness;" they may need additional reminders to think about the syllables. Have the children blend the words together after they have been segmented.

Common pictures that are good for segmenting syllables:

ba–by
ham–mer
doc–tor
te–le–phone
e–le–phant
Sa–man–tha
te–le–vi–sion
Jan–u–a–ry
wa–ter–me–lon

NOTE

The way syllables are pronounced may sometimes differ from the actual orthographic form for syllable division. Although this book shows correct orthographic form for syllable divisions, be flexible when doing syllabication activities with children (e.g., most people say "ha–mmer" rather than "ham–mer").

When children are very successful at segmenting syllables, they are ready to segment words into sounds. Collect pictures as in the syllables activity and cut each one into the number of pieces that corresponds with the number of sounds in the word. Choose words with two to

Language Use

- Vocabulary

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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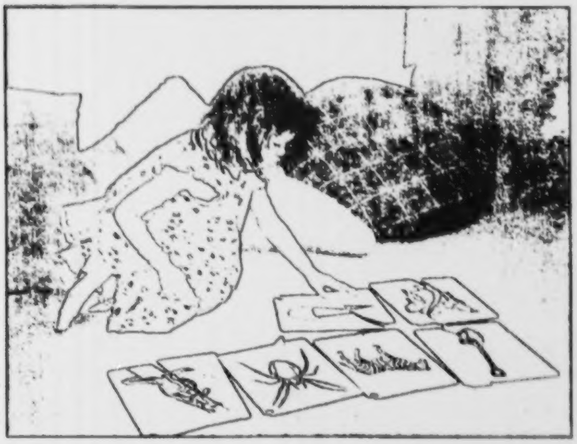


Photo by L.H. Paulson.

four sounds. Let children take turns putting their picture puzzles together and saying the sounds of the words. Shorter words with continuant sounds (long sounds) and voiceless sounds are the easiest words to segment; words with consonant blends or clusters (i.e., br, st, gl, etc.) are more difficult. When children are successful at segmenting words with two and three sounds, have them segment words with four sounds. Have the children blend the words together after they have been segmented.

Common pictures that are good for segmenting sounds:

sh–oe
i–ce
t–wo
f–i–sh
s–u–n
r–a–ke
f–o–/k/–/s/ (fox)
s–n–a–ke
d–r–u–m

Activity Alternatives

1. Use groups of vocabulary words that relate to thematic units.
2. Use pictures of children or use their written names for the puzzles.

Linking Families

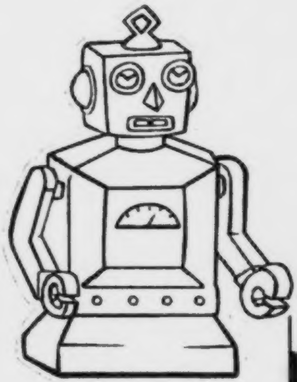
Have children make picture puzzles to take home and share with their families.

Target Outcomes

Ages 3-4:
1. Segment words into syllables
2. Blend words from syllables
3. Blend words from sounds

Ages 5-6:
1. Segment words into syllables
2. Segment words into sounds
3. Blend words from sounds

Robot Reporting



Materials

Calendar

Description

Model the slowed arm and head movements of a robot while reporting the name of the month in a segmented manner, using a monotone voice. Have the children take turns using Robot Reporting, announcing, "The – name – of – the – month – is...Sep – tem – ber...beep!" The class then echoes back the segmented and blended name of the month, "Sep – tem – ber...Check...September!"

Activity Alternatives

Have the children use Robot Reporting for the day of the week, the temperature, etc.

Linking Families

Explain to families how Robot Reporting is used in the class and how families can adapt these activities at home. For example, children may use Robot Reporting to announce the dinner item they are having, the time they go to bed, the title of a storybook they would like read to them, etc.

Language Use

Rhyming

Blending

- Syllables to words

Segmenting

- Words to syllables

Print Awareness

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Target Outcomes

Ages 3-4:

1. Segment words into syllables
2. Blend syllables into words

Ages 5-6:

1. Segment words into syllables
2. Blend syllables into words

We Can Do It, Too

Materials

- Letter cards with letters written on the front and corresponding alternative movements written on the backs (see list, following)
- Song card (see blackline master, following)

Description

Have each child take a turn selecting a letter card and showing it to the class. You help the children identify the letter name and emphasize the letter sound. The class says the letter name and then the letter sound. You quietly describe the corresponding movement on the card to the child, and that child demonstrates the movement. The class sings or chants the song and mimics the movement; when the song is over, all movement stops. Then another child takes a turn selecting a letter card.

We Can Do It, Too Song

Let's do what (child's name) can do,
(child's name) can do,
(child's name) can do.

Let's do what (child's name) can do.
We can do it, too!

Language Use

- Sentence patterns

Rhyming

Blending

Segmenting

- Alliteration

Print Awareness

- Letter names
- Letter sounds

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Letter cards and alliterative movements

B Big Bounces
C Caterpillar Crawling
D Dainty Dancing
F Fast Flying
G Gliding Gallops
H High Hopping
J Joyful Jumping Jacks
K Karate Kicks
L Little Leaps
M Monster Mash
N Nifty Nose dives
P Pony Prances
Q Quiet Quickness
R Rapid Rolling
S Slow Skipping
T Tiptoe Twisting
V Vibrating Vaults
W Wide Wiggles
X exciting Xs
Y Yippity Yodels
Z Zippy Zigzagging

Activity Alternatives

Sing the same song and display other types of actions or feelings.

Linking Families

Have children make letter cards to take home with a copy of the song, to share with their families.

Target Outcomes

Ages 3-4:

1. Repeat alliterative beginning sounds
2. Identify letter names, with assistance
3. Repeat sentence pattern in song

Ages 5-6:

1. Repeat alliterative beginnings sounds
2. Identify letter names
3. Identify letter sounds
4. Repeat sentence pattern in song

We Can Do It, Too

Let's do what __________ can do,
__________ can do,
__________ can do.
Let's do what __________ can do.
We can do it, too!

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Which Word Weighs More?

Materials

- A balance scale
- Wooden cubes, plastic animals as counters, or any other math manipulatives
- Picture cards (use pictures of items whose names have distinct syllables; these can be made from magazines, purchased from educational catalogs, etc.)

Description

Place a deck of picture cards face down, centered in front of the balance scale. A child turns over one picture card and places it on the left side of the scale. The child says the name of the object pictured (e.g., dinosaur), then says the word again in a segmented manner while clapping the parts ("di–no–saur"). The child reports the number of word parts (three). Then the child counts out a matching number of counters and places them in the left bin of the balance scale. Another child follows the same procedure, using the right side of the balance scale. Observe whether one word "weighs" more and has more parts than the other word, or if they weigh the same and have the same number of parts. Then remove the counters from the bins and start again with another pair of children.

Language Use

Rhyming

Blending

- Syllables to words
- Sounds to words

Segmenting

- Words to syllables
- Words to sounds

Print Awareness

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Activity Alternatives

1. Have the children segment the words before showing the picture for the rest of the group to blend.
2. Use picture cards for segmenting sounds within words (e.g., c–a–t).
3. Have the children record their findings on a tally sheet with numbered columns, marking whichever column corresponds with the number of syllables in each word.
4. Have the children segment names of clothing items or favorite toys: Have several standard soup cans available. Place the clothing items on the floor. Clap out the word parts to the first item (e.g., sweater), and count soup cans to match the number of word parts and stack them near the first item (the sweater). Do the same for the second item (e.g., glove). Again, count the soup cans and stack them. Determine which word tower is taller or shorter, or if they are the same.

Linking Families

Describe the activity for families so they can weigh words at home.

Target Outcomes

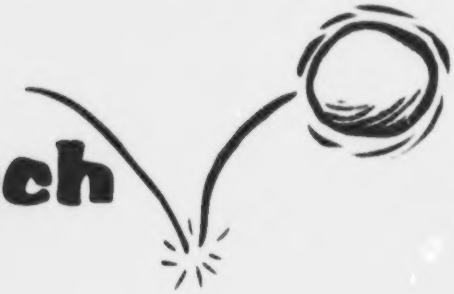
Ages 3-4:

1. Segment words into syllables
2. Segment words into sounds, with assistance

Ages 5-6:

1. Segment words into syllables
2. Segment words into sounds

Who's Here? Bouncing Speech



Materials

A list of all the children in the class

Description

During attendance, chant a child's name once, the initial sound of the child's name twice, and end with the child's name. Ask the children to join in when they have the pattern. Continue until all children have a turn.

Examples:

Jake J J Jake

Kenna K K Kenna

Melinda M M Melinda

Saul S S Saul

Activity Alternatives

Give directions by using the bouncing speech technique. For example, say, "S S Stand u u up a a and g g go t t to th th the d d door f f for r r recess."

Language Use

Rhyming

Blending

- Sounds to words

Segmenting

- Beginning sounds

Print Awareness

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Linking Families

Have the children use bouncing speech to segment beginning sounds in food items (a a apple, y y yogurt, etc.) at home.

Target Outcomes

Ages 3-4:
1. Segment beginning sounds in names
2. Blend beginning sounds in names

Ages 5-6:
1. Segment beginning sounds in names
2. Blend beginning sounds in names

CHAPTER 7

Speech Sound and Print Development

The developmental pattern between speech and spelling is a key language and literacy connection. The sequence in which young children learn to say the sounds of our language is repeated later when children learn how to write the letters representing the sounds.[1] Learning to say the sounds of our language (phonology) and then developing an awareness of the sounds are critical steps to learning how the sounds in the words we say are represented by the letters we write. Following is a description of how these stages are connected.

Stages of Speech Sound Development and Print Development

Stage 1

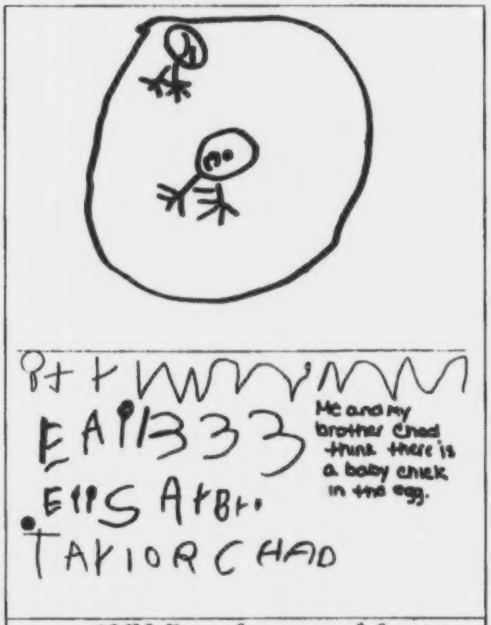
Stage 1 occurs before a symbolic relationship is established.

Phonology (saying the sounds): Babbling stage; ages 0–1 year

During this stage babies communicate using sequences of syllables in consonant-vowel-consonant-vowel (CVCV) patterns like "googoo," "babababa," "daga." They are practicing and experimenting moving different parts of their mouths and engaging in vocal play.[2] Their utterances have no attached meaning. These sounds are precursors to their first spoken words.

Print (writing the sounds): Precommunicative stage; ages 2–4 years

This stage, also referred to as the "prealphabetic phase," is characterized by a lack of awareness of the sound-symbol relationship.[3] Young children's writing is characterized by unique levels within this stage: scribble writing (irregular wavy lines on a page), mock letter writing (individual marks that are made in an attempt to resemble letters), and random letter strings (multiple letters written without phonetic spelling).[4] These squiggles and marks are important preliminary attempts of written language.


EAP333
TAYIOR CHAD
Me and my brother Chad think there is a baby chick in the egg.

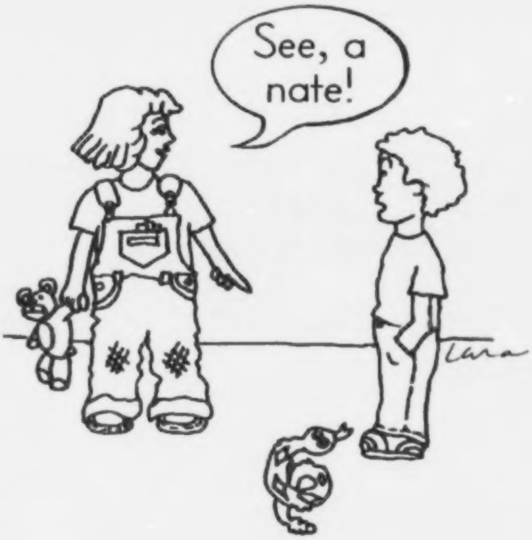
Child dictated story to adult.

Drawing by Taylor Helean.

Children at this level of print development are at the **logographic** stage of literacy development (see Chapter 2) and have not made any connection that the words they say can be represented by a sequence of alphabetic symbols. Children remember words by visual characteristics and the context in which they are seen, but they do not understand that letters represent speech sounds.

What children need to build print development at Stage 1:

- Experiences with and exposures to books and environmental print
- Book orientation, left to right sequencing, spaces separating words
- Word naming and picture naming, matching words to pictures
- Opportunities to write and experiment with print
- Introduction to alphabet songs and letter names
- Adults who will write what the child says



Stage 2

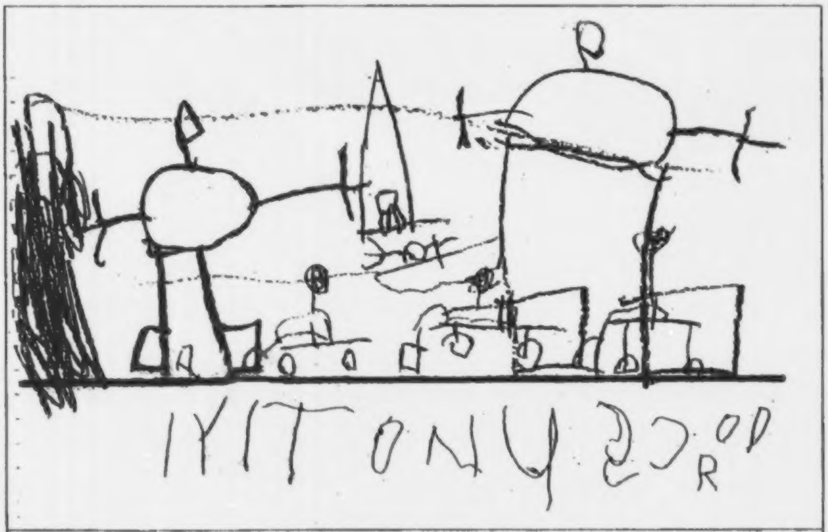
This stage represents an incomplete version of both the oral and the written language structure.

Phonology (saying the sounds): Simple consonant-vowel word structures; ages 1½–2 years

This stage begins when babies say their first words. The word structure is usually a simple consonant-vowel (CV) pattern like "da" and "ba," which are intended to mean *dad* and *ball* or *bottle*. Longer words have repeated syllables, like "mama" or "baba" instead of *mommy* and *baby*. Usually, the words are incomplete versions of their conventional pronunciation.[5] Young children in this stage are developing a simple understanding of the phonological structure of oral language.

Print (writing the sounds): Semiphonetic stage; age 5 years

This stage, also called the "partial alphabetic phase," takes place when children develop a beginning awareness of the connection between the alphabetic letters and the sounds that the letters represent.[6] Children's first phonetic writings usually contain consonants of the most perceptible parts of the words they are representing (e.g., a child simplifies the word structure by writing "lv" for the word *love*).



"I went on a scooter."

Drawing by Scott Thompson.

Children at this writing level have emerged into the **early alphabetic** stage of literacy development (see Chapter 2). They are in the process of learning the alphabetic principle, making the association between the names of the letters and the sounds the letters make. Inviting children to explore writing with this semiphonetic method allows them to test and modify their understanding of spelling; this type of experimental spelling encourages children to actively think about the letter-sound relationship. Research shows that it is a powerful strategy of leading children to a better understanding of letter-sound relationships; having children use experimental spelling is not in conflict with teaching correct spelling.[7]

What children need to build print development at Stage 2:

- Experiences with and exposures to books and print in the environment
- Many opportunities for real and creative writing, including experimental spelling
- To learn letter names and letter sounds
- To learn sight words like color words, number words, and frequently used words (*the*, *I*, *is*, *will*, etc.)
- Access to a variety of writing materials

Stage 3

This stage uses simplified versions of oral and written language structures.

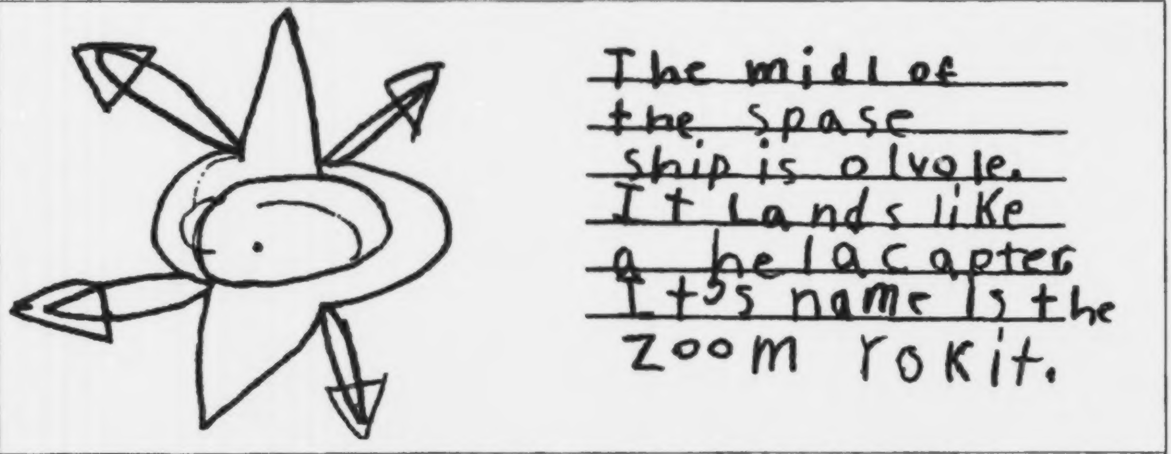
Phonology (saying the sounds): Word endings and syllable combinations; ages 2½-3 years

Children produce a wider variety of speech sounds and more complete word patterns in this stage. They are better able to say consonant sounds at the ends of words and to combine consonants in clusters of blends, like saying *spoon* instead of "poon."[8]

Print (writing the sounds): Phonetic stage; age 6 years

Also called the "later alphabetic phase," this stage occurs when children understand the alphabetic principle and exhibit a fairly rapid recall of letter names and letter sounds. The words children write have a close letter-sound correspondence.

Children at this writing level are still in the **later alphabetic** stage of literacy development (see Chapter 2) and demonstrate a better understanding of the sound structure of language in their writing. Increased letter usage and more complete word structures are observed. For example, words might be written like "wun" for *one*, "wodr" for *water*, and "skul" for *school*. Most of the sounds in words are represented by letters; however, the phonetic spellings are not standard.[9]



The midl of
the spase
ship is olvole.
It lands like
a helacapter.
It's name is the
zoom rokit.

"The middle of the spaceship is oval. It lands like a helicopter. Its name is Zoom Rocket."

Drawing by Lynnea Paulson.

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What children need to build print development at Stage 3:

- Experiences with and exposures to books, including emergent readers (books containing simple text with repeating sentence patterns)
- Opportunities to increase sight word and vocabulary acquisition
- Opportunities to read decodable text
- Encouragement to write longer sentences and paragraphs
- Opportunities to learn phonics patterns
- Encouragement to learn punctuation conventions (e.g., that sentences begin with a capital and end with a period)
- Access to a variety of writing materials

Stage 4

This stage represents nearly complete oral and written language structures.

Phonology (saying the sounds): Adult-like stage; age 4 years	**Print** (writing the sounds): Transitional stage; age 8 years
This stage occurs when children's conversational speech sounds like the "adult" form.[10] Although their speech structure may still contain developmental articulation errors when saying sounds like /r/, /l/, and /th/, their speech is intelligible to most listeners. Children in this stage have a well-developed understanding of the underlying structure of the phonological system of oral language.	This stage, also called the "consolidated alphabetic phase," occurs when there is a well-developed understanding of the alphabetic principle and of orthographic structures of written language.[11] Children identify larger units, or "chunks," of words when reading. Although children's writing exhibits minor spelling errors, (mostly in vowel representations), the writing is readable. These errors often occur because children are learning about the many irregularities present in our written language.

Children who are at this level of print development are moving from the later alphabetic to the orthographic stage of literacy development (see Chapter 2).

What children need to build print development at Stage 4:

- To reread familiar books to gain speed
- To increase their knowledge of sight words and their vocabulary banks
- To write shopping lists, letters to relatives, recipes, stories, etc.

Stage 5

This stage represents the standard structural form of oral and written language.

Phonology (saying the sounds): Adult standard stage: ages 7–8 years	**Print** (writing the sounds): Conventional stage; age varies
When children say all of the sounds in their conversational speech correctly, they are in the adult standard stage.[12] The development of the phonological system is now complete.	This stage occurs when a child's writing is written and spelled correctly.[13] When reading, there is no longer the need to sound out every part of the word because the child has the ability to recognize "chunks."

During this stage of print development, children have moved into the orthographic stage of literacy development (see Chapter 2).

What children need to build print development at Stage 5:

- Encouragement to read, read, read
- Encouragement to write, write, write

Phonology Development (Saying the Sounds)	Print Development (Writing the Sounds)
1. Babbling (0–1 year)	1. Precommunicative (3–5 years)
2. Simple consonant-vowel word structure (1½ –2 years)	2. Semiphonetic (5 years)
3. Word endings and syllable combinations (2½ –3 years)	3. Phonetic (6 years)
4. Adult-like speech (4 years)	4. Transitional (8+ years)
5. Adult standard speech (7–8 years)	5. Conventional (age varies)

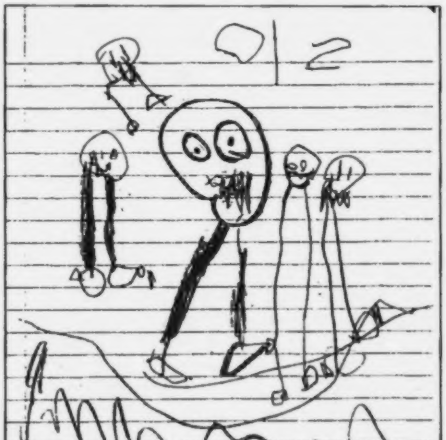
Print Development Examples

An excellent way to identify children's level of literacy development is by looking at the way they write. The following samples are selections of children's journal writings. When producing the journal, the children drew their writing plans via a picture story on the top half of the paper and then wrote their word story on the bottom half of the page. The children then "read" their word stories, and if the writing was unreadable, the teacher or another adult recorded the child's narrative on the opposing page. The adult then offered to read aloud the child's story (referring to the adult text as needed) while tracking (sweeping a pointer finger over) the child's writing. These examples illustrate the stages of print development in young children.

Precommunicative (Stage 1)

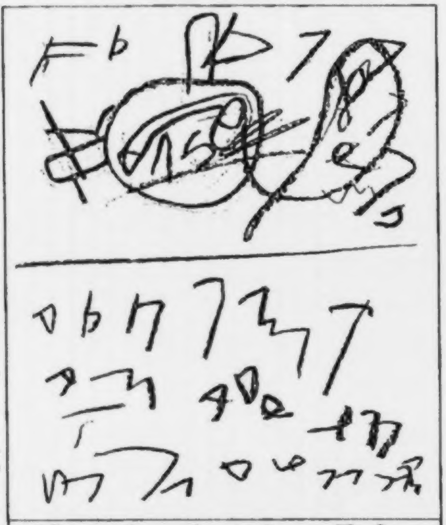
Scribble

This story is a wonderful example of a child who is at the scribble level of the precommunicative stage of print development. There is a difference between the top and bottom sections of the page. The writing plan is a picture of the ghosts, and the story is told by scribbled writing.



"They are all ghosts. They're walking. These four lost their costumes, and now they're going home. One ghost was left out in the streets." (Age 5)

Drawing by James Thomson.

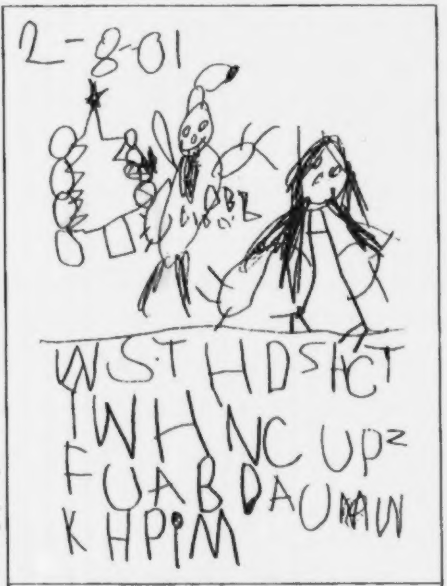


"Thomas is waving to James. Topham saw James. Topham is waving to James. The end." (Age 5)

Drawing by Frank Meagher.

Mock Letters

The individual letter-like characters in this story illustrate the mock letters level of the precommunicative stage. There are several figures that resemble alphabet letters, and a few that are discernible from the child's name. Initially in this stage, children tend to include letters that are found in their first names because these letters are meaningful to them.



"Would Santa bring you a present if you were bad? He wouldn't. And if you cleaned your room he would if you were good." (Age 6)

Drawing by Cheyenne Aho.

Random Letters

This example illustrates the random letters level of the precommunicative stage of print development. The child's writing contains a variety of random letters that represent the words in the story. There is a basic understanding that letters are used to make words and that words tell the story, but there is not yet a connection to the sound/symbol relationship.

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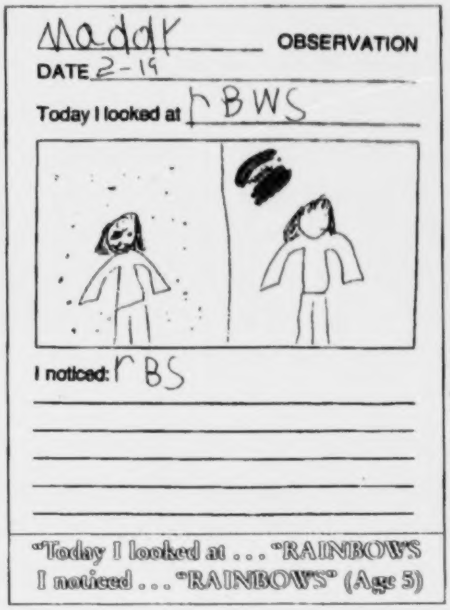
Semiphonetic [Stage 2]

This example shows the semiphonetic stage of print development. The rainbow picture corresponds to the letters written in the word "rainbow." This is an ideal illustration of the power consonants possess in beginning phonetic writing. Notice that within the writing sample the spelling of the same word is varied.



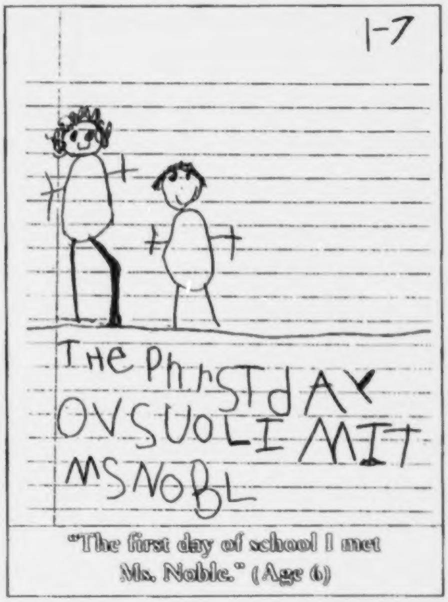
Maddy OBSERVATION
DATE 2-19
Today I looked at rBWS
I noticed: rBS

"Today I looked at . . . "RAINBOWS
I noticed . . . "RAINBOWS" (Age 5)

Drawing by Maddie Schmidt.

Phonetic [Stage 3]

This example of the phonetic stage of print development maintains a strong connection between the words in the story and the letters used to represent the sounds of the words. Some creative thinking is required to decipher the above example, but it appears that the teacher made an impression on the first day of school!



1-7
THE PhrSTdAY
OVSUOLI MIT
MSNOBL

"The first day of school I met
Ms. Noble." (Age 6)

Drawing by Kelsey Fanning.

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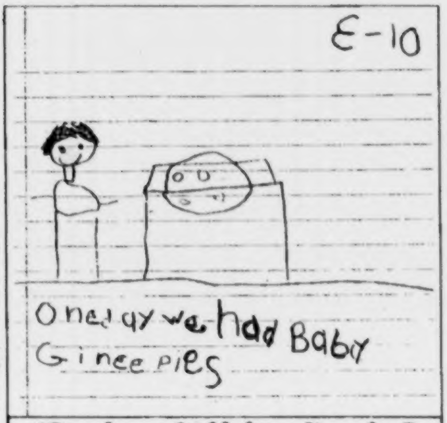

"One day we had baby guinea pigs."
(Age 6)

Drawing by Brenna Fanning.

Transitional (Stage 4)

This example illustrates the transitional stage of print development. It is easy to read the story although there is a minor misspelling and there are reversals of the g in pigs and the *3* that represents the month of *March* in the date at the top.

Consonant Sound Categories

Understanding the structure and rules of our phonological system is a necessary component in learning to read and write; phonological awareness plays an important role in print development. Children who have the ability to focus on the sounds of language as distinct from the meanings are able to make judgments about the characteristics of the sounds, but those who lack sensitivity to the sound structure of speech have difficulty grasping the sound-symbol relationship or the alphabetic principle.[14] Strategically introducing speech sounds that have certain characteristics may enhance the development of young children's emerging literacy skills.

In our language, there are 44 speech sounds in two main categories: 24 consonants and 20 vowels. Consonant sounds provide the most information about the structure of words and contribute more to their meaning; this is evident in examples of semiphonetic print of beginning young writers. The consonant sounds of our language are divided into three main groups; by the characteristics of place, manner, and voicing.

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Consonant speech sound categories:

Place	
Lips	p, b, m, w, wh
Lips and teeth	f, v
Between teeth	th
Behind top teeth	t, d, n, l, s, z
Roof of mouth	sh, zh, ch, j, r, y
Back of mouth	k, g, ng
Larynx	h

Manner	
Stops	p, b, t, d, ch, j, k, g
Continuants	f, v, th, s, z, sh, zh, h, wh
Nasals	m, n, ng
Glides	w, y
Liquids and Semivowels	l, r

Voicing	
Voiceless	p, f, t, s, k, sh, ch, th, h, wh
Voiced	b, v, d, z, g, zh, j, th, w, y, l, r, m, n, ng

Place

The place characteristic describes where consonant sounds are made in the mouth and what articulators (lips, tongue, teeth, and soft palate) are used to produce them. The sounds made with the lips are /p/, /b/, /m/, /w/, and /wh/; with lips and teeth are /f/ and /v/; and between the teeth are the voiced and the voiceless /th/. Sounds made with the tongue placed behind the front teeth are /t/, /d/, /n/, /l/, /s/, and /z/; on the roof of the mouth are /sh/, /zh/, /ch/, /j/, /r/, and /y/, and in the back of the mouth are /k/, /g/, and /ng/. The sound made at the voice box or laryngeal level is /h/.

Connecting Consonant Place Characteristics to Print

Sounds that are made in the front of the mouth with the lips (/b/, /m/, /p/, and /f/) are the most visually perceptible. These sounds are easy to see while they are being articulated, therefore providing important visual cues for children. Introducing these more visual sounds first may help children make the connection between letters and sounds more easily.

Photo by L.A. Noble.

Manner

Manner characteristics define the way consonant sounds are said or produced. **Stop** sounds (/p/, /b/, /t/, /d/, /ch/, /j/, /k/, and /g/) are short and they "pop" out of the mouth with a puff of air. **Continuant** sounds (/f/, /v/, /th/, /s/, /z/, /sh/, /zh/, /h/, and /wh/) can be said for as long as there is breath to support the sound. **Nasal** sounds (/m/, /n/, and /ng/ are the only sounds that use the nasal passageway for resonance; these sounds also last as long as breath is released. **Glide** sounds (/w/ and /y/) are produced with some movement or gliding of either the lips or tongue. **Liquid** sounds (/l/ and /r/) also are produced with movement of the tongue.

The most important characteristic when developing an awareness of the structure of our language is the contrast between short sounds (stops) and long sounds (continuants and nasals). These three groups contain the majority of speech sounds and provide the most distinct contrasts.

Connecting Consonant Manner Characteristics to Print

The continuant and nasal sounds are more perceptible than the stop sounds because they can be prolonged to emphasize the sound. For example, the /s/ in *sun* is more perceptible than the /t/ in *top* because the /s/ can be said for an extended period of time. Longer sounds provide a better opportunity for children to hear the sounds, thereby aiding children's ability to make the connection between letters and sounds.

Voicing

Voicing depicts the contrast between voiceless (produced without vibrating the vocal cords) and voiced (produced by vibrating the vocal cords) consonant sounds. All vowels are voiced sounds. There are nine pairs of consonant sounds that are called cognates; the sounds in each of these pairs are produced in the same place and in the same manner, but one sound is voiceless and the other sound is voiced. The cognate pairs are /p, b/; /f, v/; /t, d/; /s, z/; /k, g/; /sh, zh/; /ch, j/; /th (voiceless), th (voiced)/; and /wh, w/. One additional voiceless sound is /h/, and the remaining voiced sounds are /y/, /l/, /r/, /m/, /n/, and /ng/.

Connecting Consonant Voicing Characteristics to Print

Because of the nature of voicing, **voiced stop** sounds (/b/, /d/, /g/, and /j/) have a small vowel sound that must be said when they are produced in isolation. The **voiceless stop** sounds (/p/, /t/, /k/, and /ch/) can be pronounced all by themselves without an accompanying vowel sound. When young children are learning to isolate sounds in words, voiceless sounds provide a stronger contrast between consonant and vowel sounds. It is often easier for children to isolate the voiceless sounds in words like *pat* and *top* than in *gum* and *bug*.

The phonological rules of voicing determine how some suffixes and word endings are said: For example, when a word ends in a voiceless sound, the ending will also be voiceless. The reverse is also true: When a word ends in a voiced sound, the ending will be voiced. For example, when adding -ed or -s endings to *talk*, the new word is pronounced "talkt" or "talks" because /k/ is voiceless like /t/ and /s/. When those endings are added to the word *bag* it is pronounced as "bagd" and "bagz" because /g/ is voiced like /d/ and /z/. Children's early experimental or phonetic spellings are often written to match the sound production of the word because children are focusing on these sound characteristics. (A more extensive description of this concept is in Appendix B.)

Letter/Sound Introduction Sequence

Information that considers the more perceptible speech sound characteristics (place, manner, and voicing) was used to identify the following sequence for introducing the letters and sounds in kindergarten.

Recommended Order of Letter/Sound Introduction

M F N S P Z A T K B V E D J L G O C R I H W U X Y Q

Children who are provided with a strategic letter sequence detailing the more perceptible speech sounds first may develop an understanding of the connection between letters and sounds and learn the symbol-sound association more quickly. The authors have successfully used the sequence presented here with children in kindergarten and have seen improved skill development in the children's ability to identify letter sounds.

Building Early and Emerging Literacy Skills Through Print Awareness

Building Skills

A central goal during the preschool years is to heighten children's understanding of what print is used for and their exposure to print.[15] Enhancing young children's awareness of print is another important component of emerging literacy. Three major areas of print awareness that children acquire are their understanding of books and symbols; their comprehension of the alphabetic principle (sound-letter associations); and their insight of writing mastery. Children develop these skills when they are given multiple and active exposures to and experiences with literacy events, using books and writing opportunities in print-rich environments.[16] The following listing describes a general, sequential development of print awareness:

Photo by Stacia Jepson.

- **Book and Symbol Awareness**
  1. Book awareness
  2. Symbol identification
  3. Word identification
  4. "Alphabet Song"
  5. Left to right sequencing
  6. 1:1 word correspondence
  7. Letter name identification
  8. Letter sound identification

- **Print Development**
  1. Writes using scribble markings
  2. Writes using mock letters
  3. Writes using random letter strings
  4. Writes using semiphonetic spellings
  5. Writes phonetically

An understanding of how books work develops in young children as they are given opportunities to play with and manipulate books. They quickly learn to orient the book in an upright position, turn pages, distinguish between the pictures and the words, and realize that the words tell the story.[17] They also use visual cues to recognize symbols and words in their environment.[18] Children as young as two years old demonstrate these skills. This awareness helps children move from the *prelogographic* (before symbols) to the *logographic* (whole word) stage of literacy development.

Children gain print awareness skills by many exposures to frequent and important words in their environment. First, children learn to recognize words by their shape and then by the letter symbols that make up the words. Children also learn that our print orientation flows from left to right. Finger sweeping from left to right across the words begins, and later, the skill of pointing to each word individually develops as familiar text is read in 1:1 word correspondences. Singing the "Alphabet Song" is a common preschool activity and is important in becoming familiar with and learning the alphabetic sequence. Adults should be careful to sing and say each letter of the "Alphabet Song" individually, especially the "l m n o p" part. As children sing the song, they begin to learn the individual names of the letters and subsequently begin to identify the sounds of the letters. It is during this learning period that children begin to understand the alphabetic principle and to realize that the letters represent the sounds in words. Naming the letters and producing the letter sounds are important skills in reading development.[19] Understanding the link between speech sounds and alphabet letters is the most

advanced skill of emerging literacy and the earliest skill children must acquire in conventional literacy instruction.[20]

Learning about the alphabet letters coincides with children's experimentation with writing. The writings begin with unrefined scribbles; as children gain fine motor skills and an increased understanding of the functions and purposes of print, their writings become more developed. The powerful act of writing letters to match the sounds in words helps children enhance the connection of sounds and letters. An important caution: A focus on having children spell words accurately at this stage tends to discourage risk taking and inhibit the problem-solving skills needed for print development.

Skill Building Strategies

Print Exposure

Children develop their awareness and understanding of literacy through multiple exposures to print. Early on, while children are learning a significant amount of language, they also learn that print is meaningful.[21] Children's understanding of words is enhanced by exposures to print. Their vocabulary increases, and their sentence structure becomes more complex while they develop an understanding of how print works.

Photo by L.A. Noble.

When experiences with print are limited, children lack the exposure needed to figure out how print works, which puts them at risk for developing difficulty in learning to read and write. A crucial strategy in promoting children's emerging literacy is providing many opportunities to interact with print in books and in the environment.

Storybook Selection

It is vital that children have a wide variety of fiction and nonfiction storybooks available that will reflect their own experiences and those of other culturally diverse people. The following list provides helpful and practical suggestions to construct more successful storybook reading opportunities.[22]

Select storybooks:

1. With interesting language, such as rhythmic words and phrases
2. With concepts appropriate to the reader's developmental level
3. With sturdy construction
4. That are enjoyed by the reader
5. With appealing illustrations
6. With predictable, repetitive, and limited text

Books provide incredible opportunities for language development. The benefits include increasing vocabulary understanding, furthering concept awareness, and improving understanding of sentence structures. Also, interacting with books provides children with many occasions to enjoy the rhythms and patterns of language. Books with repeated patterns and predictable text formats are good choices for children, because they can easily memorize and "read" the story.[23] Homemade books with personal photographs and/or drawings are especially engaging. Young children go through a fairly predictable sequence of stages when using books; this sequence facilitates their understanding of the function of print and of how print represents speech. Appendix D describes these developmental stages of book use.

Shared Storybook Readings

Reading all types of stories to and with children is a valuable strategy to facilitate both language and literacy development. The following three points tend to facilitate successful shared storybook readings: First, select a book you and the child enjoy; second, read the story to the child with a lot of

IF YOU GIVE A MOUSE A COOKIE

Photo by L.A. Noble.

expression; and third, in some way involve the child in the story. Interestingly, when the adult reader enjoys the book, he or she will tend to use more expression. Change in pitch and in tone of voice to match the mood and behavior of the characters within the story engages and maintains the attention of the child. The adult reader's expression and animation facilitates children's understanding of the story and the development of their vocabulary; it also helps to reduce any ambiguity in the sentence structures in the story.[24] Involving children in the story helps them attend and interact with the reading process.

Storybook reading is a communication event that models language and story patterns through a shared pleasurable experience.[25] Text that is too long may cause the listener to lose interest; choosing a book length that matches the attention span of the child helps to make the story more effective and enjoyable. There are several ways to engage children in storybook reading; the scaffolding techniques in Chapter 3 describe a variety of ways to read books with children.

An additional strategy to enhance early and emerging literacy is dialogic reading. In this method of shared reading, adults help children learn to become the storytellers: Children increase the complexity of their descriptions by having the adult reader ask them questions about the story. Questions for two- to three-year-old children should focus on describing objects, actions, and events in the story (What is this? What color is the dog? What is the dog doing?). Children who are four to five years of age can be asked about the story as a whole or the relationship between the story and their lives (Do you have a dog at your house? What does your dog like to do?). This dialogic reading strategy produces significant growth in children's language[26] and print awareness.

Emergent Writing

Research shows that writing leads to reading achievement.[27] Assessing children's writing provides useful indicators of their level of print development and their understanding of the sound structure of language.[28] Therefore, along with storybook reading, writing is an important activity for young children. Encouraging children to make lists; write notes and messages; plan menus; write their names as well as the names of family members, pets, and friends; and engage in other writing activities allows meaningful interaction and experimentation with print. Experiences like these help children to gain a better understanding of how speech can be represented with print. A detailed description of how to facilitate emergent writing in young children is provided in Appendix G.

Wrap Up

There is a striking parallel in the developmental sequence children go through when learning to say the sounds of our language and when learning to write the sounds of our language. As children develop speech, they also develop an awareness of print. In addition, they are learning about the connection between the way words are said and how they can be written. Early literacy activities teach children a great deal about reading and writing. Though the development of reading and writing does not happen naturally, it does occur with careful planning and instruction. Children need regular and interactive experiences with print to make a smooth transition from emergent literacy to conventional reading and writing. Strategies like shared storybook reading and multiple opportunities to draw and write help children develop an awareness of print.

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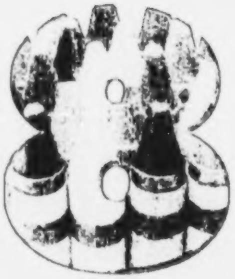
25. Boyle and Peregoy 1990
26. Whitehurst and Lonigan 1998
27. Braunger, Lewis, and Hagans 1997
28. Moats 1998

CHAPTER



Activities to Build Print Awareness

Print-rich environments at home, at child care sites, and at school help provide opportunities to engage children in meaningful language and literacy experiences. Young children need many, many exposures to and experiences interacting with print to develop an emergent understanding of how print represents speech. Writing opportunities that allow the discovery of letter and sound associations without a focus on correct spelling are also vitally important.

The following activities provide fun, effective, and engaging ideas to facilitate the development of children's print awareness. All of the activities have been successfully used with young children to enhance the development of their print awareness. Each activity includes:

- A Primary Purpose (shaded column) that highlights specific print awareness skills
- A Secondary Purpose(s) that suggests specific skills in the areas of language use, rhyming, blending, segmenting, and print awareness (Appendix F has a cross-reference listing of all activities' primary and secondary purposes; Appendix G has a detailed approach for how to teach writing to young children for activities that introduce print development.)
- List of needed materials

- A description detailing the steps and procedures for completing the activity, including strategies for age adaptations
- Activity alternatives that can be used to extend or modify the activity
- Links for families, describing ways to promote their participation
- Target outcomes for three- to four-year-old and five- to six-year-old children that describe skill attainment at different levels of development

Activities in This Chapter

- ABC Board Game
- ABC Eye Chart
- Animal Big Mouths
- Artwork Display Titles
- Can-Do Quilt
- Family Fun With Food: "Doughnuts for Dads"
- Family Fun With Food: "Garden Soup for Grandparents"
- Family Fun With Food: "Muffins for Moms"
- Family Fun With Food: "Sundaes for Siblings"
- Have I Been Fed Yet?
- Hooper Humperdinck Word Bags
- Kidpacks: Letter Names
- The Letter Gallery
- Millie's Maintenance Crew
- "My Friends" Autograph Booklet
- My Thankfulness Book
- Picture Story, Word Story
- Super Scouts
- Today's Temperature Telling Task
- Want Ads for Kids
- Word Family Menus

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ABC Board Game

Materials

- File folder
- ABC letter stickers, or a marker
- One die, and a few small objects to use as game pieces
- Letter cards for matching

Description

Make a board game, using the file folder and the letter stickers (see the following example): Put the letters on the board in no particular order, in a row that forms a fun or interesting shape. In a small group, have the children decide who gets to roll the die first. Or you could say, "If your name begins with A you get to go first. Whose name begins with A?" Have that child roll the dice and move his or her game piece the number rolled on the die, then either name the letter, say the sound the letter makes, or think of a word that begins with the letter the game piece landed on. The next child then takes a turn. Continue until the children have proceeded to the end of the game. You can facilitate the activity by assisting the children at their developmental levels and by adding descriptive language such as pointing out the shape of each letter, the sound the letter makes, words that start with the letter, etc.

Language Use

- Number concepts

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Letter names
- Letter sounds

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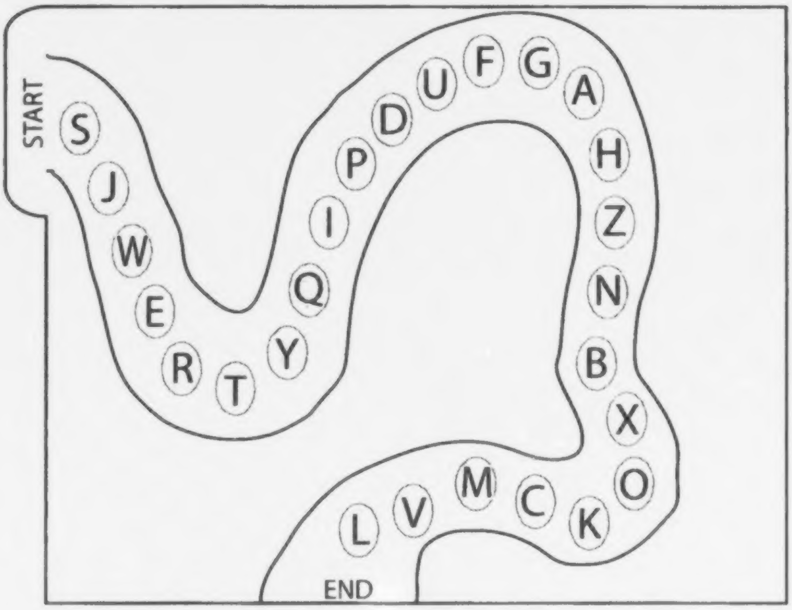


Activity Alternatives

1. Have the children match the letter on which they land to an ABC chart or a set of letter cards.
2. Have the children trace the letters on which they land, or write the letters on paper or in the air.

Linking Families

Make a copy of the board game to share with families.

Target Outcomes

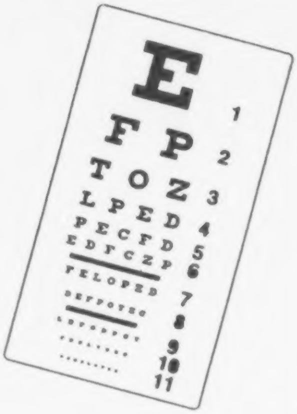
Ages 3-4:

1. Say names of letters, with assistance
2. Match letters to letter cards
3. Count dots on a die and move the corresponding number of spaces, with assistance

Ages 5-6:

1. Produce letter names
2. Identify letter sounds
3. Produce a word that begins with a given letter sound
4. Move game piece the number of spaces according to roll on a die

ABC Eye Chart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F P
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E D F C Z P
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D E F P O T E C
1
2
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7
8
9
10
11

Materials

- ABC chart (see following examples)
- Doctor or nurse "play" clothing
- Pointer stick

Description

Place the ABC Eye Chart on a wall in the dramatic or pretend play area of the classroom. Children may dress up as eye doctors to check classmates' vision. The vision check involves the "optometrist" using a pointer stick and randomly selecting letters for a classmate to read. Each time a "patient" reads a letter, the "doctor" repeats the letter and then selects another one. Because the letters are organized in the pattern of the alphabet song, children may check their responses by singing the song and pointing to each letter.

ABC Eye Chart

A B C D
E F G
H I J K
L M N O P
Q R S
T U V
W X
Y Z

abc Eye Chart

a b c d
e f g
h i j k
l m n o p
q r s
t u v
w x
y z

Language Use

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence
- Letter names
- Letter sounds

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Photo by L.A. Noble

Activity Alternatives

The letters' sounds may be used instead of the letters' names.

Linking Families

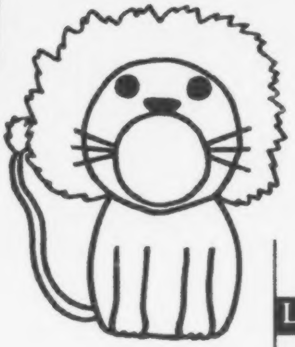
Send the ABC Eye Chart home for children to use with their families.

Target Outcomes

Ages 3-4:
1. Use left to right sequencing while saying ABCs
2. Use 1:1 correspondence when pointing to letters
3. Name letters in a sequence

Ages 5-6:
1. Use 1:1 correspondence when pointing to letters
2. Name the uppercase and lowercase letters, in sequence
3. Identify letter names
4. Identify letter sounds

Animal Big Mouths



Materials

- Animal cards with mouth cutouts (see blackline masters, following; additional animals are in the "Very Busy Spider Alive Book" Language Use activity, Chapter 4)
- ABC letter cards
- Poster board
- Crayons
- Scissors
- Lamination supplies

Description

The concepts of the name of a letter and the sound that the letter makes are sometimes difficult for children to distinguish. This activity provides a concrete association to help children make a comparison between animals, which have names and make sounds, and letters, which also have names and make sounds. Prepare the Animal Big Mouth cards by enlarging the pictures from the blackline masters (following) to the desired size. Color them, mount them on poster board, and laminate them. Cut out the mouth openings, creating a hole in each picture. You will use the animal cards to introduce the concept that some things have names and can make sounds, then you will use the ABC letter cards to continue to develop the concept that letters have names and make sounds. (It is not necessary to have an animal card to go with every letter sound.)

In a guessing game format, provide clues about an animal so the children can guess the name of the animal on a particular card. For

Language Use

- Animal concepts

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Letter names
- Letter sounds

example, say: "I know something that has a name and makes a sound. It likes to eat cheese. It has a long, thin tail. It rhymes with *house*." Provide clues until the children guess what the animal's name is. Show the group the mouse card and ask, "What sound does a mouse say?" Have a child come to the front of the group and demonstrate what the mouse says, holding the card up to his or her face and saying, "squeak, squeak, squeak" through the mouth hole. Then reinforce the concept of names and sounds by saying, "Animals have names and make sounds. Something else has names and makes sounds: mmmmmmm" (pause and see if anyone says M). If someone says M, hold up the M letter card and say, "That's right! Letters also have names and make sounds. M is the name, and the sound it says is /mmmm/." If no one in the group says M then help the children identify the beginning sound in the word *mouse* and then reinforce the letter name and the sound the letter makes.

Use animal names with beginning sounds that are the most perceptible (sounds that are long and are made in the front of the mouth) to make this activity the most successful. The mouse animal card is a good one to start with because the /m/ sound is so visual and can be said for a long time. Continue with other animal cards like fish, snake, lion, horse, rooster, and their corresponding beginning letter names and sounds. (Sheep is not a good animal to use because the /sh/ sound is not a single letter.)

Activity Alternatives

Use animal cutout cards for puppet shows and other books with animal characters.

Linking Families

Have the children make their own sets of Animal Big Mouth cards from the blackline masters and their own sets of ABC letter cards to take home to share with their families.

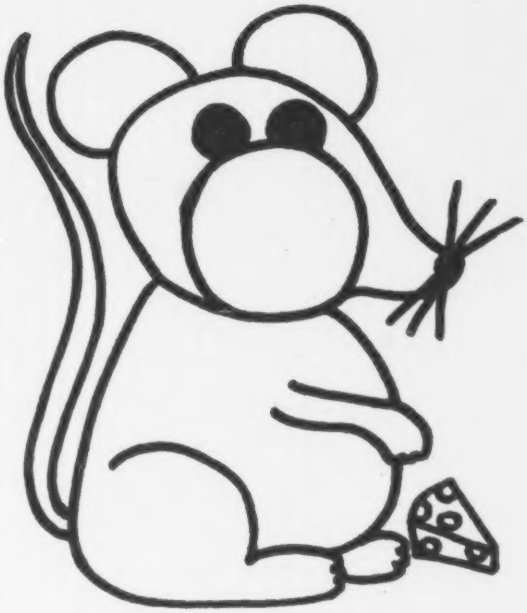
Target Outcomes

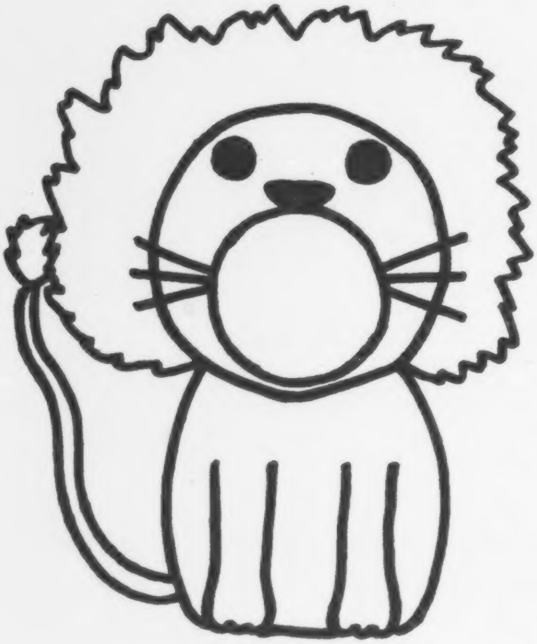
Ages 3-4:

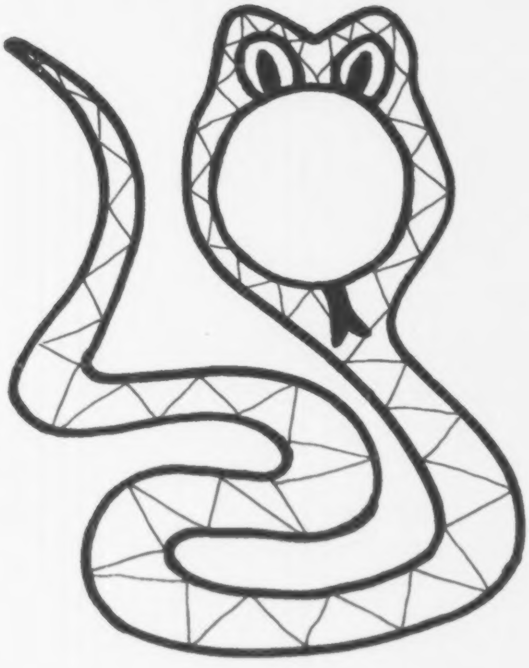
1. Say the names of the animals and the sounds the animals make
2. Say beginning sounds in animal names, with assistance

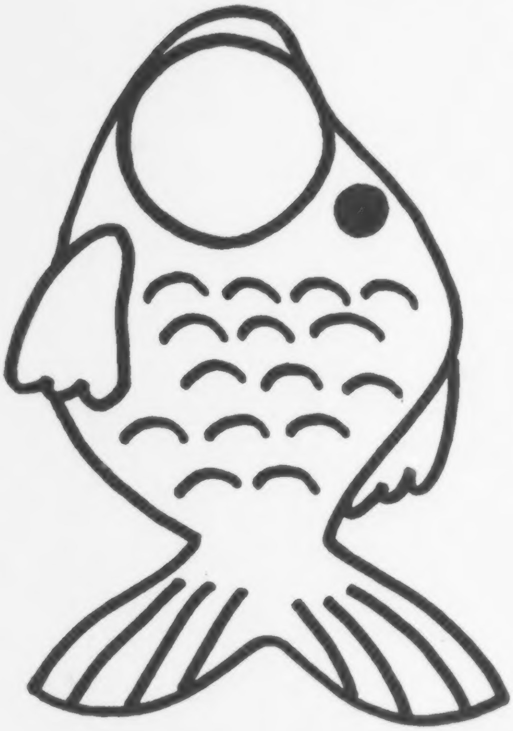
Ages 5-6:

1. Produce letter names
2. Produce letter sounds
3. Produce beginning sounds









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Artwork Display Titles

Materials

- 2" x 4" sticky labels, one per child
- Pencils

Description

Have each child write a title and his or her name on a label and attach it to the lower edge of a piece of his or her artwork that has been created from any environment (school, home, day care, etc.). Have children describe their artwork to a friend; encourage them to tell three things about their pieces.

Labels can be produced with the following format:

TITLE: ____________________

ARTIST: ____________________

Activity Alternatives

None.

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

Print Awareness

- Print development
- L–R sequencing
- 1:1 word correspondence

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Linking Families

Have the children share their artwork with their families.

Target Outcomes

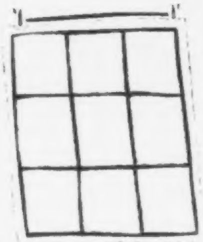
Ages 3-4:

1. Write using mock or random letter strings
2. Write name
3. Use left to right sequencing when following words
4. Describe artwork, using three- to five-word sentences

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Use 1:1 word correspondence when reading labels
3. Describe artwork, using five- to ten-word sentences

Can-Do Quilt



Materials

- The book *All By Myself* by Mercer Mayer
- Wallpaper or cloth scraps cut into 8" x 8" squares, one square for each child, with a hole punched out of each of the four corners (see example)
- Hook-and-loop fastener tape, attached to the center front of each wallpaper or cloth square, plus extra fastener tape, one extra piece per child
- White construction paper cut into 6" x 6" squares, one square for each child
- Hole puncher for the children to use (optional)
- Yarn or pipe cleaners cut into 6" strips, four strips per child
- Markers, crayons, pencils
- Butcher paper
- Quilt (to show as example)

Description

Read the story *All By Myself* to the whole group. Discuss things that the main character in the story can do and provide an example of a skill that you can do. Write the name of, and draw a picture of, the skill on a piece of butcher paper for the whole class to see. Show a quilt from home to the children and tell them that they are going to work together to make their own Can-Do Quilt.

During a small group tabletop activity, ask the children to describe and demonstrate skills they are able to do that make them feel proud (e.g., tie their shoes, write their names, name the colors of a rainbow, use good manners words). Give each child a piece of white 6" x 6" construction paper and encourage him or her to draw a picture and write (or narrate) a sentence about the skill. Be sure to include the

Language Use

- Sentence patterns

Rhyming

Blending

Segmenting

Print Awareness

- Print development
- L–R sequencing
- 1:1 word correspondence

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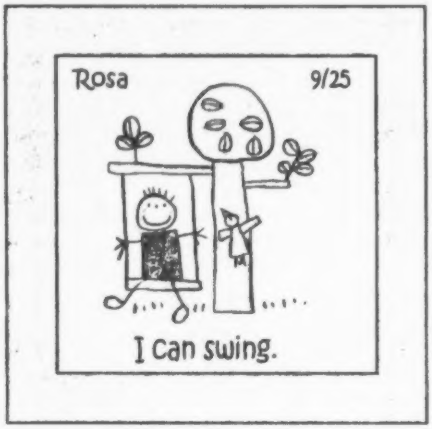
date on each child's paper. Attach hook-and-loop fastener tape on the center back of each piece of construction paper. Then, provide each child with a pre-cut 8" x 8" quilt square with holes punched in each corner and with fastener tape placed on the center front. Have each child attach his or her piece of paper to a quilt square, then have the children put their pipe cleaners or yarn through the holes to connect the quilt pieces securely together. They will need to work cooperatively to help one another attach the quilt pieces. The Can-Do Quilt can hang in the classroom all year. Each month, the activity can be repeated to demonstrate new skills that children have acquired throughout the school year. Simply detach each child's paper from the cloth and exchange it with a new skill.

Sample Quilt Piece



Activity Alternatives

1. Use pipe cleaners for children who have difficulty tying yarn; use yarn with children who are able to tie knots or bows.
2. If the children are strong enough, have them use the hole puncher to make their own holes in all four corners of the cloth. Or, to save time, pre-punch the holes prior to the activity.

Linking Families

1. Ask families if they have a quilt at home that they would like to bring to school and share with the class.
2. Have children describe something they can do with their families (e.g., play a game, eat dinner with my family, help my parents clean, share toys with siblings, read stories, go sledding). Have each child draw a picture and write (or narrate) what is happening in the picture (tell a picture story), and put together a family quilt and hang it in the classroom for all to enjoy.

Target Outcomes

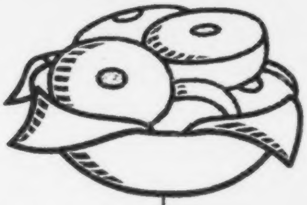
Ages 3-4:

1. Write using mock or random letter strings
2. Use left to right sequencing when following words
3. Repeat sentence pattern

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Use 1:1 word correspondence when reading quilt pieces
3. Repeat sentence pattern

Family Fun With Food: Doughnuts for Dads



Materials

- Recipe to make doughnuts (see blackline master, following)
- Ready-to-bake biscuits (enough for dads, students, and others); use the ones that come in rolls and are located in the refrigerated section of the grocery store
- Doughnut cutout cookie cutter with hole in the center
- Vegetable oil
- Deep fryer or frying pan (**For safety, remember**: Step 3 of the recipe is to be completed by adults only, due to heat!)
- Tongs
- Frosting
- Children's home addresses
- Pens, pencils
- Envelopes
- Sample invitation on butcher paper (see sample, following)
- Paper for invitations
- Label for each type of doughnut
- Connecting plastic cubes (all the same color)
- Small amount of modeling clay

Language Use

- Sentence structure
- Number concepts

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Print development

NOTE

Before implementing the Family Fun With Food activities, please remember that families are diverse. Not all children have dads, moms, grandparents, or siblings. Be sensitive to and considerate of children's feelings and unique families when planning and implementing these activities. For example, a child without a dad could think of a family member or friend whose name begins with the letter D to invite.

Description

Doughnuts for Dads is an activity that encourages family involvement at school by inviting dads to come to school for a snack. Doughnuts for Dads helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Doughnuts for Dads combines reading, writing, and cooking to allow children to work on skills such as listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor skills (writing, pouring, stirring), math (graphing), communication, and social interaction (using polite words).

Bring a variety of doughnuts to class for children to sample: maple bars, chocolate, glazed, cinnamon twists, plain, powdered sugar, etc. (Doughnut holes work best for taste tests!) Set up a doughnut tasting center in a designated area of the classroom. Cut all but one of each type of doughnut into bite-size pieces, and put them on separate trays by doughnut category. Label each tray with the type of doughnut by writing the name of the flavor (e.g., chocolate, cinnamon twist, etc.). Put a piece of lined paper next to each tray. Have children wash their hands. Then, show the children a whole maple bar (or other type of doughnut), and give them individual bite-size pieces to taste. Continue with the various types of doughnuts; after the taste test, ask the children which kind of doughnut was their favorite. Have each child write his or her name on the piece of lined paper next to his or her favorite kind of doughnut. Chart the results on a piece of poster board and have the children count how many students signed their names on each piece of paper. Write the total number of signatures at the bottom of each piece of paper.

To make this charting activity more visual and concrete, have each child place a connecting plastic cube (use only one color) in a tower fashion (making a three-dimensional bar graph) in front of his or her favorite doughnut. (Hint: Use a piece of modeling clay for the base to hold the cube tower in place.) Then count the cubes to total them. Talk about how many children liked each doughnut, which one was liked the most, how you can tell, etc. This introduces the children to a simple bar graph concept as well as providing practice in using 1:1 correspondence.

Next, make a list of words that start with the /d/ sound. Practice segmenting the /d/ sound from the rest of the word. Ask the children, "Who has a name in your family that begins with the /d/ sound?" When someone guesses *dad* say, "That's right! Your d-ad! Let's invite our dads to school next week for Doughnuts for Dads!" Next, write a sample invitation on butcher paper for all the children to see; ask the children to contribute ideas for what to write on the invitation. Then, at a small group tabletop activity, have children write and decorate invitations for dads to come have a snack at school. Children may address the envelopes also. Send the invitations home with the children.

Sample Invitation

October 25

Dear Dad,

Next Wednesday we are making "Doughnuts for Dads" at school. Please come to my classroom at 10:30 A.M. to eat a snack with my friends, my teacher, and me. I will make a delicious doughnut especially for you!

Love,

Amos

Activity Alternatives

1. Have children type invitations and decorate them on the computer, then print them out to send home.
2. Three- and four-year-old children may trace or copy their addresses on an envelope. Five- and six-year-old children can practice addressing their own envelopes to their dads. Or, to save time you can address the envelopes in advance.
3. Mail the invitations to the family members instead of having the children carry them home.
4. Invite your own dad to come to class and meet the students and their families.
5. Have the class choose their own alliterative cooking activity (e.g., Cookies for Cousins or Pancakes for Papas).

Linking Families

1. Invite a variety of family members to come and eat a snack at school. Be sure to let all family members know that they are all welcome to come to any of the food activities.
2. Send a copy of the recipe home (see blackline master, following).

Target Outcomes

Ages 3-4:

1. Write using mock or random letter strings
2. Repeat sentence patterns in invitations
3. Segment initial sounds of words, with assistance
4. Trace or copy address

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Repeat sentence patterns in invitations
3. Segment initial sounds of words
4. Write or copy address

Doughnuts for Dads

1. Need

- Ready-to-make biscuits
- Doughnut cookie cutter
- Vegetable oil
- Frying pan
- Tongs
- Frosting

2. Cut

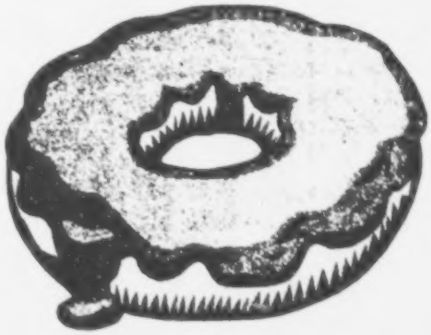
Cut center out of biscuits with cookie cutter.

3. Fry

- An adult fills pan with oil and heats.
- When pan is hot, an adult carefully places doughnuts in pan.
- An adult uses tongs to turn doughnuts over.
- An adult removes doughnuts when golden brown.

4. Frost

Cool and frost.



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Family Fun With Food:

Garden Soup for Grandparents

Materials

- The book *Growing Vegetable Soup* by Lois Ehlert
- Recipe to make garden soup, located at the back of the book *Growing Vegetable Soup*
- Ingredients for soup recipe
- Optional: salt, pepper, shredded cheese, crackers, chicken broth, barley
- Dull butter knife or plastic knife to chop vegetables (or you may opt to pre-cut vegetables in advance)
- Soup bowls
- Spoons
- Napkins
- Children's home addresses
- Envelopes
- Pencils, pens, markers
- Paper for invitations
- Sample invitation on butcher paper (see example, following)

Language Use
- Sentence structure

Rhyming

Blending

Segmenting
- Beginning sounds

Print Awareness
- Print development

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NOTE Before implementing the Family Fun With Food activities, please remember that families are diverse. Not all children have dads, moms, grandparents, or siblings. Be sensitive to and considerate of children's feelings and unique families when planning and implementing these activities. For example, a child without grandparents could think of a family member or friend whose name begins with the letter G to invite.

Description

Garden Soup for Grandparents is a springtime activity that encourages family involvement at school by inviting grandparents to come to school and eat a snack. The activity helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Garden Soup for Grandparents combines reading, writing, and cooking and allows children to work on skills such as listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor skills (writing, pouring, stirring), communication, and social interaction (using polite words).

During circle time or with the whole group, read the book *Growing Vegetable Soup* to the class. Then make a list of other words that start with the letter sound /g/. Using the list of G words, have the children practice segmenting the /g/ sound from the rest of the word. Ask the children, "Who has a name in your family that begins with the /g/ sound?" When someone guesses *grandma*, *grandpa*, or *grandparents*, say, "That's right! Your g-randparents! Let's invite our grandparents to school next week for Garden Soup for Grandparents!" Next, write a sample invitation on butcher paper for all the children to see. Ask the children to contribute ideas for what to write on the invitation. During a small group tabletop activity, have children write (or narrate) and decorate invitations to their grandparents to come have a snack at school. The children may address their own envelopes, also. Send the invitations home with the children.

Sample Invitation

April 20

Dear Grandma and Grandpa,

Next Wednesday we are making "Garden Soup for Grandparents" at school. Please come to my classroom at 10:30 A.M. to eat garden soup with my friends, my teacher, and me. I will make you each a bowl of good garden soup.

Love,

Megan

Activity Alternatives

1. Children can type invitations and decorate them on the computer and then print them out to send home.
2. Three- and four-year-old children can trace or copy their addresses on an envelope; five- and six-year-old children can practice addressing their own envelopes to their grandparents.
3. Mail the invitations to the family members instead of having the children carry them home.
4. Invite your own grandparents to come to class and meet the students and their families.
5. Have the class choose their own alliterative family cooking activity (e.g., Cookies for Cousins or Pancakes for Papas).

Linking Families

1. A variety of family members can come to eat a snack at school. Be sure to let all family members know that they are welcome to come to any of the food activities.
2. Send home a copy of the Garden Soup recipe from the book *Growing Vegetable Soup*.

Target Outcomes

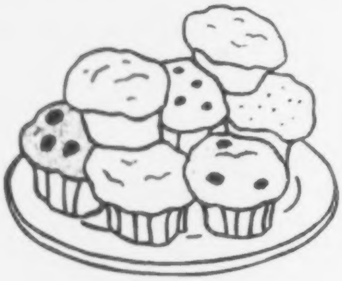
Ages 3-4:

1. Write using mock or random letter strings
2. Repeat sentence pattern in invitation
3. Segment beginning sounds of words, with assistance
4. Trace or copy address

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Repeat sentence pattern in invitation
3. Segment beginning sounds of words
4. Write or copy address

Family Fun With Food: Muffins for Moms



Materials

- The book *If You Give a Moose a Muffin* by Laura Joffe Numerhoff
- Recipe to make muffins (see blackline master, following)
- Muffin mix (enough for students, moms, and others)
- Muffin tins
- Paper muffin cups (may substitute nonstick cooking spray in tins)
- Large bowl
- Measuring cups
- Wooden spoon
- Muffin ingredients (as specified on the box of muffin mix)
- Napkins
- Children's home addresses
- Pens, pencils, markers
- Envelopes
- Sample invitation on butcher paper (see example, following)
- Paper for invitations

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Print development

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NOTE Before implementing the Family Fun With Food activities, please remember that families are diverse. Not all children have dads, moms, grandparents, or siblings. Be sensitive to and considerate of children's feelings and unique families when planning and implementing these activities. For example, a child without a mom could think of a family member or friend whose name begins with the letter M to invite.

Description

Muffins for Moms is an activity that encourages family involvement at school by inviting moms to come to school for a snack. Muffins for Moms helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Muffins for Moms combines reading, writing, and cooking to allow children to work on skills such as listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor skills (writing, pouring, stirring), communication, and social interaction (using polite words).

During circle time or with the whole group, read the book *If You Give a Moose a Muffin* to the class. Point out all of the words in the story that begin with the /m/ sound. Then make a list of other words that start with the sound /m/. Practice segmenting the /m/ sound from the rest of the word. Ask children, "Who has a name in your family that begins with the /m/ sound?" When someone guesses *Mom*, say, "That's right! Your m-om! Let's invite our moms to school next week for Muffins for Moms!" Next, write a sample invitation on butcher paper for all the children to see, asking the children to contribute ideas for what to write on the invitation. During a small group tabletop activity, have the children write (or narrate) and decorate invitations for their moms to come have a snack at school. The children may address the envelopes, also. Send the invitations home with the children.

Activity Alternatives

1. Children can type invitations and decorate them on the computer and then print them out to send home.
2. Three- and four-year-olds may trace or copy addresses onto envelopes; five- and six-year-olds can practice addressing their own envelope to their moms.
3. Mail the invitations to family members instead of having the children carry them home.
4. Invite your own mom to come to class and meet the students and their families.
5. Have the class choose their own alliterative cooking activity (e.g., Cookies for Cousins or Pancakes for Papas).
6. See the "Give a Moose a Muffin Circle Story" activity in Chapter 4.

Sample Invitation

November 12

Dear Mom,

Next Wednesday we are making "Muffins for Moms" at school. Please come to my classroom at 10:30 A.M. to eat muffins with my friends, my teacher, and me. I will make a marvelous muffin especially for you.

Love,

Taylor

Linking Families

1. Invite a variety of family members to come and eat a snack at school. Be sure to let family members know that they are all welcome to come to any of the food activities.
2. Send home a copy of the muffin recipe (see blackline master, following).

Photo by Stacia Jepson.

Target Outcomes

Ages 3-4:

1. Write using mock or random letter strings
2. Repeat sentence patterns in invitations
3. Segment beginning sounds of words, with assistance
4. Trace or copy address

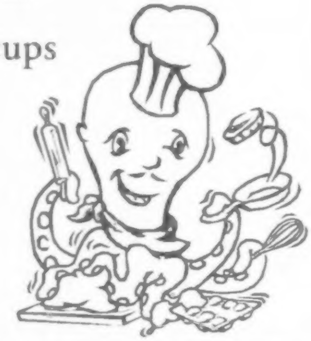
Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Repeat sentence patterns in invitations
3. Segment beginning sounds of words
4. Write or copy address

Muffins for Moms

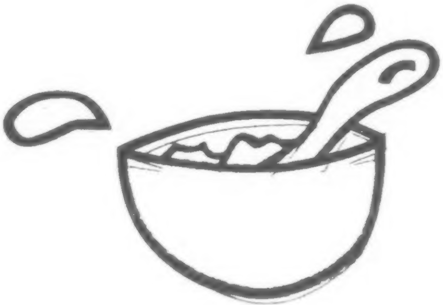
1. Need

- Muffin mix
- Water
- Egg
- Muffin tin
- Muffin cups



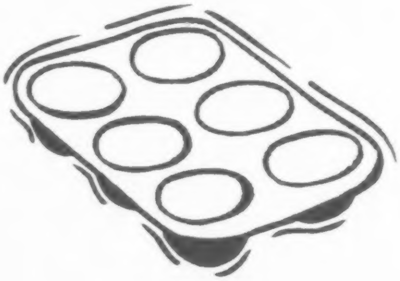
2. Stir

Mix ingredients in a bowl until moistened.



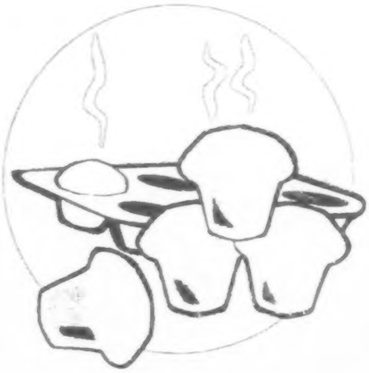
3. Fill!

Spoon batter into muffin cups and place in muffin tins.



4. Bake

Bake at 400 degrees for 12-14 minutes. Cool for 5 minutes.



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Family Fun With Food:

Sundaes for Siblings

Language Use

- Sentence structure

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Print development

Materials

- The book *Ice Cream Bear* by Jez Alborough
- Recipe to make ice cream sundaes (see blackline master, following)
- Ice cream
- Bananas
- Nuts
- Chocolate syrup
- Butter knife or plastic knife to chop bananas
- Ice cream scoop
- Bowls
- Spoons
- Children's home addresses
- Pens, pencils
- Envelopes
- Sample invitation on butcher paper (see example, following)
- Paper for invitations

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NOTE Before implementing the Family Fun With Food activities, please remember that families are diverse. Not all children have dads, moms, grandparents, or siblings. Be sensitive to and considerate of children's feelings and unique families when planning and implementing these activities. For example, a child without siblings could think of a family member or friend whose name begins with the letter S to invite.

Description

Sundaes for Siblings is an activity that encourages family involvement at school by inviting siblings to come to school for a snack. Sundaes for Siblings helps build positive home/school partnerships. Everyone looks forward to the event, and everyone has a great time laughing, visiting, and eating! Sundaes for Siblings combines reading, writing, and cooking activities that allow children to work on skills such as listening, following instructions, following a sequence of steps (first to last), waiting, sharing, turn-taking, fine motor skills (writing, pouring, stirring), communication, and social interaction (using polite manners words).

During circle time or with the whole group, read the book *Ice Cream Bear* to the class. Point out all of the words in the book that begin with the /s/ sound. Then make a list of other words that start with the /s/ sound. Practice segmenting the /s/ sound from the rest of the word. Ask the children, "Who has a name in your family that begins with the /s/ sound?" When someone guesses *sister* or *sibling*, say, "That's right! Your s-ister or s-ibling. Brothers are siblings too, but brother starts with a different sound. Let's invite our siblings (sisters and brothers) to school next week for Sundaes for Siblings!" Next, write a sample invitation on butcher paper for all the children to see, asking the children to contribute ideas for what to write on the invitation. Then, during a small group tabletop activity, have children write (or narrate) and decorate invitations to their siblings to come have a snack at school. Children may address the envelopes, also. Send the invitations home with the children.

Activity Alternatives

1. Children can type invitations and decorate them on the computer and then print them out to send home.
2. Three- and four-year-old children can trace or copy their addresses on an envelope; five- and six-year-old children can write addresses on the envelopes to their siblings.
3. Mail the invitations to family members instead of having the children carry them home.
4. Invite your own siblings to come to class and meet the students and their families.
5. Have the class choose their own alliterative cooking activity (e.g., Cookies for Cousins or Pancakes for Papas).

Sample Invitation

February 16

Dear Macy and Elliot,

Next Wednesday we are making "Sundaes for Siblings" at school. You are my sister and brother, my siblings. Please come to my classroom at 10:30 A.M. to eat ice cream sundaes with my friends, my teacher, and me. I will make two super sundaes with ice cream especially for you.

Love, Liza

Linking Families

1. Invite a variety of family members to come to eat a snack at school. Be sure to let all family members know that they are all welcome to come to any of the food activities.
2. Send a copy of the recipe home (see blackline master, following).

Target Outcomes

Ages 3-4:

1. Write using mock or random letter strings
2. Repeat sentence patterns in invitations
3. Segment beginning sounds of words, with assistance
4. Trace or copy address

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Repeat sentence patterns in invitations
3. Segment beginning sounds of words
4. Write or copy address

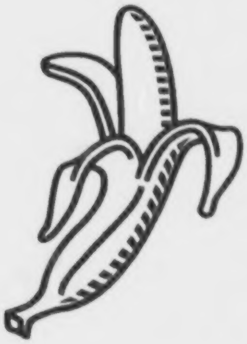
Sundaes for Siblings

1. Need

- Ice cream
- Bananas
- Nuts
- Chocolate syrup
- Butter knives
- Ice cream scoop
- Spoons
- Bowls

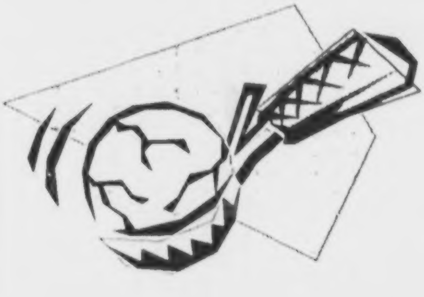
2. Cut

Bananas with a dull knife.

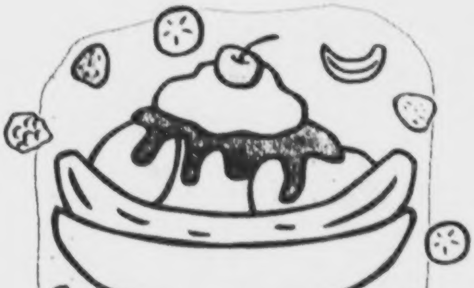


3. Scoop

- Scoop ice cream into bowls.
- Add toppings of choice.



4. Serve



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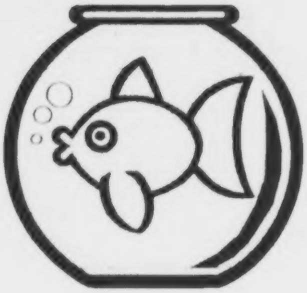
Have I Been Fed Yet?



Materials

- Lined paper (several pieces for each pet)
- Pens, pencils
- Bookbinding materials (coils, stapler, or yarn and hole punch)
- 3-ring binder (optional)
- Digital clock
- Animal food

Description

This activity is designed to keep track of how often classroom pets are fed. Children practice skills such as number recognition, time and math concepts, and written name identification of self and classmates. Further, the classroom pet feeding log teaches children responsibility and caregiving skills, as children must make sure that animals are fed and watered the correct amount each day. Children also learn to empathize with the animals and to identify their own feelings and compare them to that of a pet; for example, how it feels to be hungry, thirsty, lonely, cold, hot, afraid, and happy. Some examples of class pets that are relatively simple to care for are fish, turtles, and salamanders. It is important to consider safety and health issues with this activity and anytime animals are kept in the classroom.

Take a field trip to a pet store, and help the children to choose a pet to buy for the classroom. Ask the children to raise their hands and share pet name ideas with the class. Write the ideas on a piece of butcher paper, so the entire class can see them. Then reread each possible pet name and take a class vote to determine the name of the class pet.

Language Use

- Time concepts

Rhyming

Blending

Segmenting

Print Awareness

- Written names
- Written numerals

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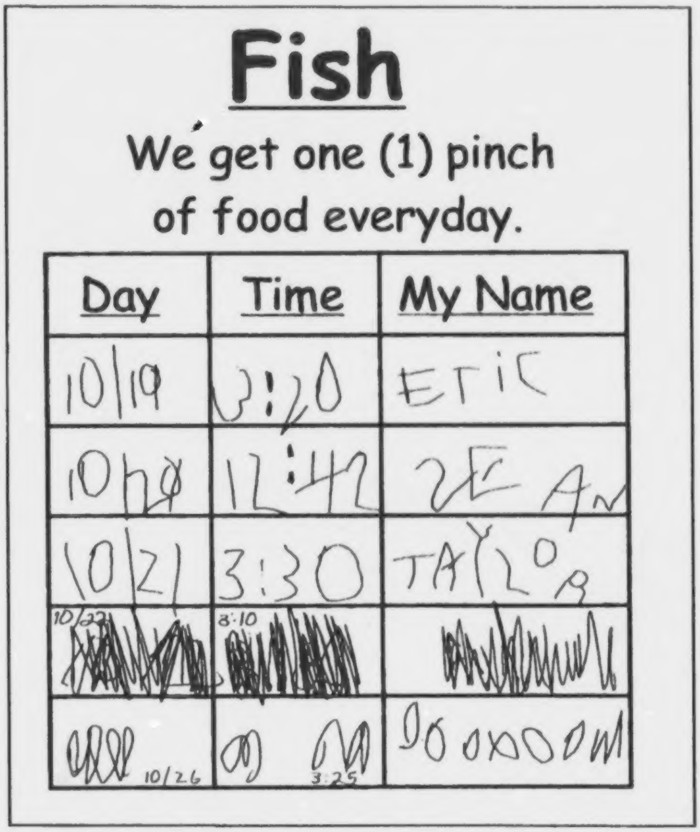
Introduce the pet feeding log to the whole group or at circle time. Discuss the importance of animal care and the responsibilities of owning a pet. Ask the children how many of them have pets at home, what kind of animals they have, and if they help take care of the pet. Show the children how to sign their names on the lined paper of the log first, then demonstrate how to write the time and the date beside the name. Keep a digital clock near the feeding log, so the children may look at the numbers and copy the time down on the lines of the feeding log.

The feeding log can be placed on a table near the animals. Each day during whole group or circle time, assign one or two class helpers to be the day's animal feeder(s).

Sample Feeding Log



Fish

We get one (1) pinch of food everyday.

Day	Time	My Name
10/19	3:20	ETIC
10/20	12:42	SEAN
10/21	3:30	TAYLOR
10/22	8:10	
10/26	3:25	

Activity Alternatives

Use a sign-in log in other classroom areas or learning centers. Have children sign in and log the time when they join an activity such as library, computer, discovery, easel painting, writing center, or trough.

Linking Families

1. Share the class feeding log with families.
2. Have children make a feeding log for their pets at home. Children can put the logs together, decorate them at school, and then take them home.

Target Outcomes

Ages 3-4:

1. Identify written name
2. Write name, with assistance
3. Trace, copy, or write numerals
4. Identify numerals on a digital clock

Ages 5-6:

1. Identify written names of classmates
2. Write name
3. Write numerals
4. Match time of day with time animals need to be fed

Hooper Humperdinck Word Bags

Materials

- The book *Hooper Humperdinck...? Not Him!* by Theo Lesieg
- One small resealable food storage bag for each child, with poem (see blackline master, following) and child's name written on paper and taped to the back of bag
- Pencils
- 3"x 5" index cards
- A photo of each child, taped to the front of the bag
- Clear postage tape to affix photos and poems to bags

Description

Read the book *Hooper Humperdinck...? Not Him!* to the class. Have the children practice saying the poem from the book, using the verse card (see blackline master, following). Have the children brainstorm words that are important to them, words that they really want to see written out to see how the words look and how they are spelled. These may include family members' names, places the children have visited, a dinosaur's name, etc. Tell the children they will be able to "collect" their words in a "Hooper Humperdinck Word Bag." The children should recite the poem to a parent helper, school assistant, older child, etc., who then writes the chosen words on the index cards. Then each child must show and tell his or her new words to five classmates. The words are placed in the children's Hooper Humperdinck Word Bags (see examples, following). The children may use the Hooper Humperdinck words in stories or to label artwork, etc.

Language Use

- Sentence patterns

Rhyming

- Verse

Blending

Segmenting

Print Awareness

- Word recognition

Special thanks to Sheri Moore.

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Activity Alternatives

None.

Linking Families

Have the children share their Hooper Humperdinck Word Bags with their families, and have them add more words such as family members' names.

Target Outcomes

Ages 3-4:

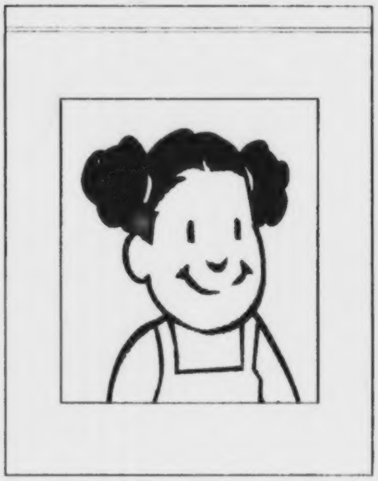
1. Identify words, with assistance
2. Repeat sentence pattern in poem

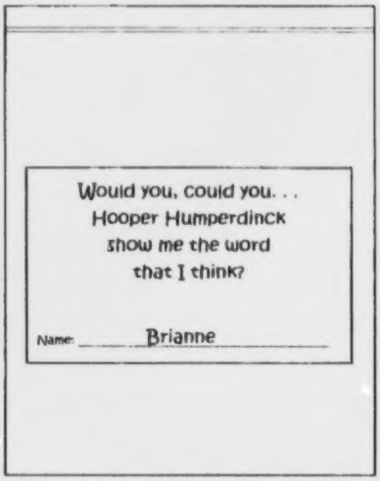
Ages 5-6:

1. Identify words in bags
2. Repeat sentence pattern in poem

Examples of "Hooper Humperdinck" Bags and Words:

Tape child's photo to front of bag




Would you, could you. . .
Hooper Humperdinck
show me the word
that I think?
Name: Brianne

Tape poem and child's name to back of bag

SAMPLE WORD CARDS

WORDS

color
Grandpa
treasure
box
stuff

WORDS

nest
sign language
cleaning
mouse
Triceratops

BACK OF BAGS

Would you, could you,
Hooper Humperdinck
show me the word
that I think?

Name: ______________________

Would you, could you,
Hooper Humperdinck
show me the word
that I think?

Name: ______________________

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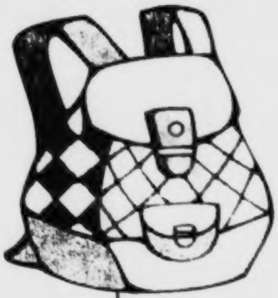
Kidpacks: Letter Names



Materials

- A backpack to hold materials
- An ABC book, such as *ABC* by Dr. Seuss
- The book *Chicka Chicka Boom Boom*, by Bill Martin, Jr. and John Archambault
- An ABC puzzle
- Other ABC materials
- Labels for materials, bearing your school and classroom name
- Permission slip signed by each child's parent or guardian (for safety reasons; see blackline master, following)

Description

Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill, such as letter names. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks facilitate the development of a particular concept and/or reinforce it. Kidpacks may be checked out for one week at a time.

Gather the ABC items, label them with your school/classroom name, and put them into the backpack. Children can use and enjoy the items at home with their families, "read" the book, etc.

Language Use

Rhyming

Blending

Segmenting

Print Awareness

- Letter recognition
- Letter sequencing
- L–R sequencing
- 1:1 word correspondence

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Photo by Stacia Jepson.

Activity Alternatives

Kidpacks may be used in the classroom.

Linking Families

Have children check out the Kidpacks to share with their families for a week at a time. (See Classroom Book Checkout blackline master in the Choice Book activity in Chapter 4).

Caution: Kidpacks are for use with children age three and older. Because they contain small pieces, they may not be safe for younger children. Please send home the permission slip (see blackline master, following) before sending Kidpacks home with children.

Target Outcomes

Ages 3-4:

1. Repeat verse in books after multiple readings
2. Use left to right sequencing when following words
3. Identify letter names, with assistance

Ages 5-6:

1. Repeat verse in books after several readings
2. Use 1:1 correspondence while reading words
3. Identify letter names
4. Identify letter sounds

Kidpacks Permission Slip

Dear Families,

Our class would like to introduce you to Kidpacks. Kidpacks are backpacks filled with special books, games, and/or puzzles relating to a specific skill—in this case, the ABCs. They are a fun, easy way for families to enjoy school-related activities at home with their children. Kidpacks may be checked out of the classroom for one week at a time and brought home for you and your child to explore or reinforce concepts together.

Caution: Because Kidpacks were created for children who are three and older, they may contain small parts and could be hazardous for younger children. The use of Kidpacks by children of any age should be supervised at all times by an adult. If you wish to have Kidpacks sent home, please sign the consent form below and return it to school. Students are not required to use Kidpacks at home; this is just another way to make learning a fun family activity! Thanks!

Sincerely,

To Whom It May Concern:

I understand that Kidpacks are designed for children ages three and older. I understand that Kidpacks may not be safe for younger children and may pose a potential choking hazard. I will at all times supervise Kidpacks' use by children of any age. I give my

child, ______________________________,

permission to borrow Kidpacks from __________________________.

Parent Signature:________________________________ Date:______________

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The Letter Gallery

Materials

- White butcher paper or roll paper
- Selected letters of the alphabet, cut out of colored paper
- Small box containing glue, crayons, pencils, scissors
- White paper

Description

Attach white roll paper to the bottom of a wall so that children may easily work at this space. (Estimate two linear feet for each letter used. The number of letters used will vary depending on the availability of space in your classroom or hallway.) Attach pre-cut letters at the top of the paper, allowing approximately one foot on each side of the letter. Have the small box of art materials ready for ease of use. Children should select a letter and draw a picture on a separate piece of paper, portraying something that corresponds to the letter sound. For example, F could have pictures of a Flower or a Firefighter. Using a pencil, the children should write their names and the word identifying the picture they drew on their papers. All developmental levels of writing are acceptable. Attach each child's drawing to the roll paper near the appropriate letter. The Letter Gallery will accumulate a variety of different pictures under each letter heading.

Language Use

Rhyming

Blending

Segmenting

- Beginning sounds

Print Awareness

- Letter names
- Letter sounds
- Print development

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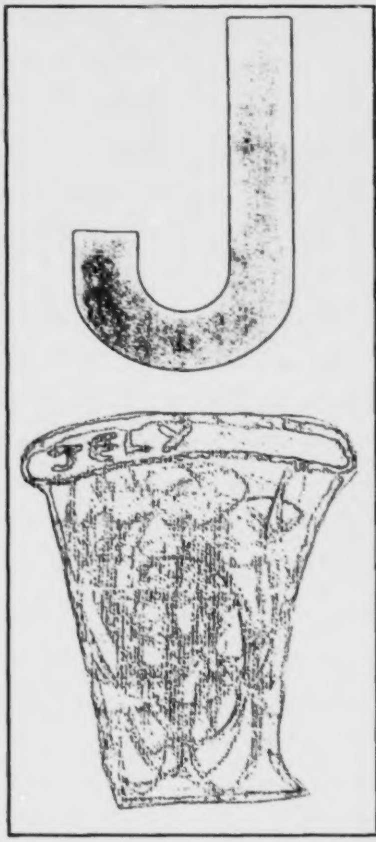
Activity Alternatives

This activity may be used in a whole group setting or as a classroom center. It may also be used to enhance other concepts such as word families: -at, -ug, -it, -ed.

Linking Families

Have families help their children to identify objects and words that start with a particular letter sound.

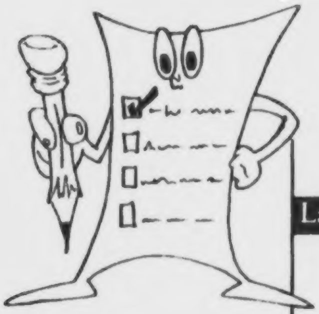


Target Outcomes

Ages 3-4:
1. Identify words that begin with a particular letter sound, with assistance
2. Write using mock or random letter strings

Ages 5-6:
1. Identify words that begin with a particular letter sound
2. Write using random letter strings; semiphonetic or phonetic spellings

Millie's Maintenance Crew



Materials

- Clipboard with Millie's Maintenance Crew work plan chart (see example, following)
- Pencil

Description

This activity encourages turn-taking and cooperation. Prepare a chart that lists the various areas in the classroom (see following example). Assign two children to work together checking various areas of the classroom each day after the class cleans up. Areas that are organized and clean are checked on the chart; areas that need additional attention are reported and volunteers are sought to clean them. Pairs of children can take turns on a daily or weekly basis.

Activity Alternatives

None.

Linking Families

Encourage families to make a work plan chart for chores at home.

Language Use

Rhyming

Blending

Segmenting

Print Awareness

- Word recognition

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Target Outcomes

Ages 3-4:

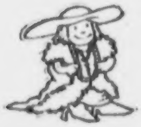
1. Identify symbols (words/pictures) used to represent classroom areas

Ages 5-6:

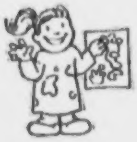
1. Recognize words used to represent classroom areas

Millie's Maintenance Crew

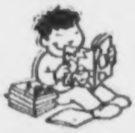
☐ Dramatic Play



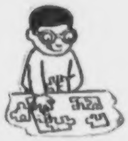
☐ Art Area



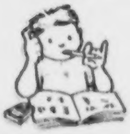
☐ Library



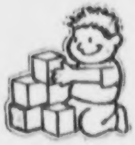
☐ Table Activities



☐ Writing Area



☐ Block Area



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"My Friends" Autograph Booklet

Materials

- For each child:
- Three pieces of 4" x 10" white paper, folded in half
- One piece of 4 ½" x 10 ½" brightly colored paper for cover, folded in half
- Pencil
- Booklet cover (see blackline master, following)

Description

Prepare the booklets by placing the cover over with the folded white paper and stapling twice on the center fold. Explain what an autograph is and tell the children that they get to make their own personalized booklets to hold their friends' autographs. Have all the children write their own names on the covers of their booklets. They also may write a message or add their telephone numbers, if desired. Then have them pass their booklets around and ask their friends for their autographs. Continue with this activity of having the children write their names in each others' booklets until they are satisfied with the number of autographs they have.

This activity is very successful toward the end of the school year, when most children feel confident in writing their names. It is also a great way to help create closure for the class at the end of the year.

Language Use

Rhyming

Blending

Segmenting

Print Awareness

- Writing name
- Word recognition

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Activity Alternatives

1. Children can decorate their own covers and copy the title words.
2. Have children write first and last names when autographing each other's booklets.

Linking Families

Have the children share their Autograph Booklets with their families.

Target Outcomes

Ages 3-4:
1. Write name, using some or all of the appropriate letters
2. Recognize friends' names

Ages 5-6:
1. Write entire name
2. Recognize friends' names

“My Friends”

Autograph

Booklet

“My Friends”

Autograph

Booklet

“My Friends”

Autograph

Booklet

“My Friends”

Autograph

Booklet

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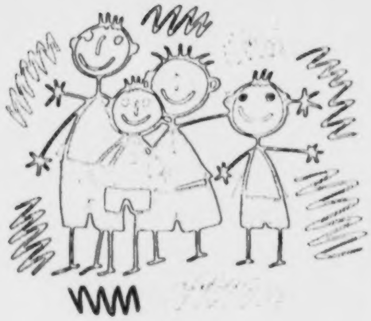
My Thankfulness Book



Materials

- One piece of the following colors of paper for each child: green, brown, royal blue, purple, yellow, sky blue, white or tan
- Two pieces of white or tan paper for each child
- Markers, crayons
- Pencils
- Scissors
- Book finishing material (lamination supplies or clear adhesive plastic)
- Bookbinding materials

Description

This is a bookmaking activity that allows children to practice the skills of color identification, cutting, layering, writing, drawing, and sequencing. Each child makes an individual Thankfulness Book that includes a cover page followed by seven different-colored pages in the following order: green, brown, royal blue, purple, yellow, sky blue, and white or tan. Use the blackline masters, following, to create the book: You can enlarge the masters to any desired size or simply draw your own, using these as a guide. Photocopy each master onto the corresponding color of paper (e.g., green paper for the grass, etc.) for each one, and have children cut along the lines to make the designated shape, as follows:

- Green: children cut out the strip and snip lines to make short, green grass

Language Use

- Temporal concepts
- Color concepts

Rhyming

Blending

Segmenting

Print Awareness

- L–R sequencing
- 1:1 word correspondence

Created from an idea by Grace Mears, CO-TEACH parent, and Barbara Larson, First Lutheran Preschool teacher, Missoula, MT.

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- Brown: children cut along the curved line to make rolling, brown hills
- Royal blue: children cut scallops to make a wavy, blue river
- Purple: children cut out the points to make steep, purple mountains
- Yellow: children cut along the wavy line to make warm, yellow sun
- Sky blue: children cut along the straight line to make a bright, blue sky
- White or tan: children draw a picture of their loving family

Ask children to identify the color of each page as they cut along the lines. Next, have them make the cover page of the book; this page may be any color (white or tan work especially well). It should look like a picture frame with the center cut out, leaving a 1" border on all four sides. Have the children layer the pages in the correct sequence (smallest to largest). Have each child write his or her name on the cover page and trace or copy the book title. Laminate the cover and bind the book.

Activity Alternatives

Use other colors of paper to depict more things in nature: colorful rainbows, gray clouds, twinkling stars, a black night sky, etc.

Linking Families

Have children share their Thankfulness Books with their families.

Target Outcomes

Ages 3-4:

1. Use left to right sequencing when following words
2. Sequence pages as first, second, third, etc., with assistance
3. Identify colors receptively and expressively

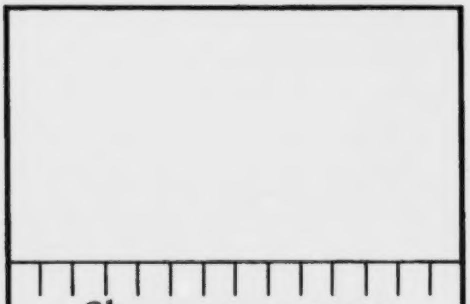
Ages 5-6:

1. Use 1:1 word correspondence while reading words
2. Sequence pages as first, second, third, fourth, etc.
3. Identify colors expressively

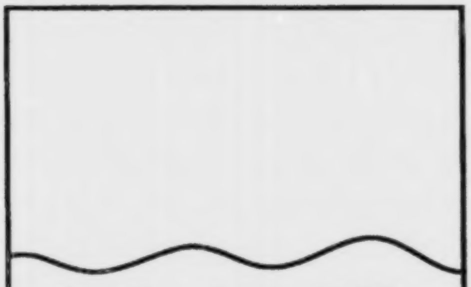
My Thankfulness Book

(Clear Window)

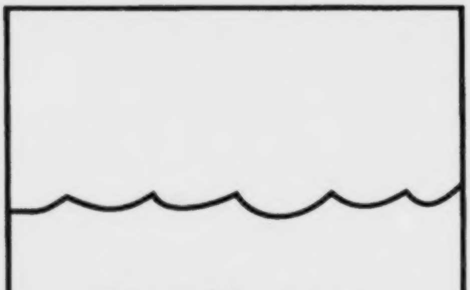
I am thankful for ...



Short, green grass

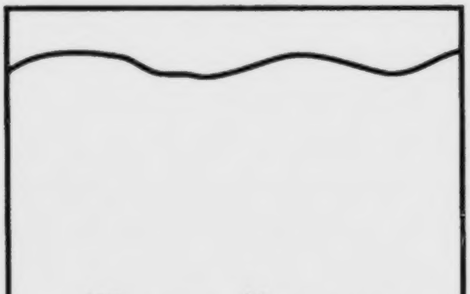


Rolling, brown hills

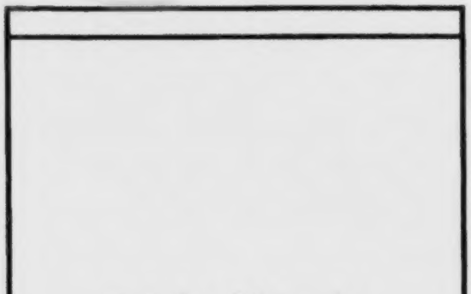


Wavy, blue river

Steep, purple mountains



Warm, yellow sun



Bright, blue sky

My loving family

Activity: **My Thankfulness Book**

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Picture Story/ Word Story

Materials

- Paper or a draft book for each child
- Pencils
- Crayons, color pencils

Description

The Picture Story/Word Story activity is an excellent strategy to help children develop their writing skills. In a whole group activity, demonstrate drawing a horizontal line in the middle of a large piece of paper, creating two halves. Explain that the top half of the page is for the picture story and the bottom half is for the word story of a writing plan. Then draw a picture that is related to a recent activity or event such as reading a book, going on a field trip, coming in from recess, etc., on the top half of the paper. Write a sentence on the bottom half of the paper that describes the picture. Demonstrate all the levels of print development on the same example by writing the same sentence in conventional, phonetic, semiphonetic, and precommuncative styles, and describe the thought process used when thinking about how to spell and write words. (See Appendix G for a description of a writing approach.) This empowers all children to feel comfortable writing at whatever level they have attained.

Have the children make their own Picture Story/Word Story, using looseleaf paper or their own draft books (see samples, following). When their stories are completed, have them read their sentences to an adult. If the words are not recognizable in print, write the child's story on the back of the page.

Language Use

- Sentence structure

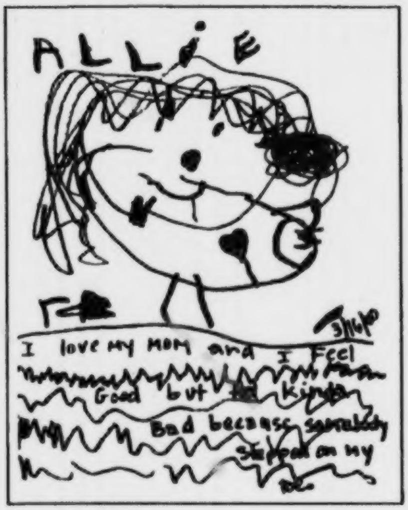
Rhyming

Blending

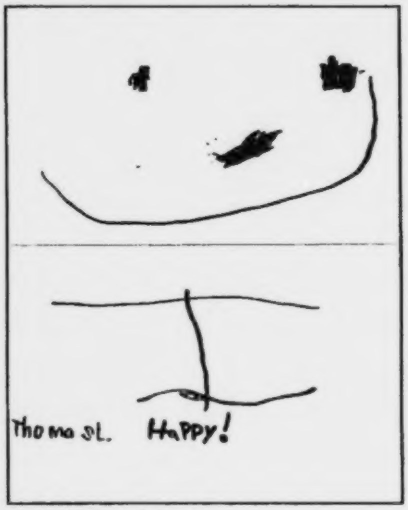
Segmenting

Print Awareness

- Print development

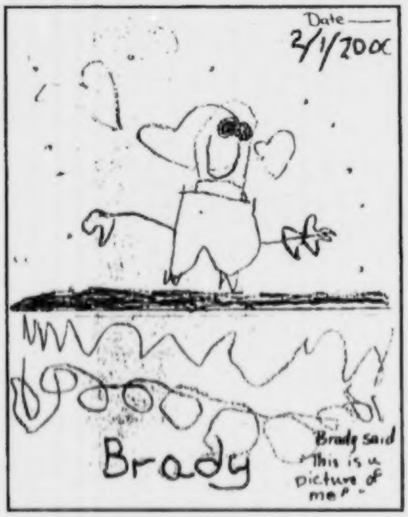

ALLIE
I love my mom and I Feel
Good but kind
Bad because somebody
stepped on my

Drawing by Allie Otten.

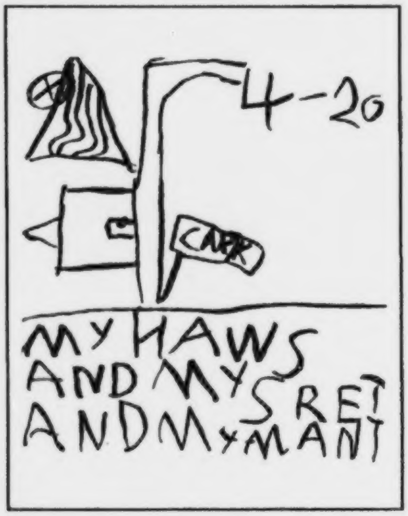

Thomas L. Happy!

Drawing by Thomas Langston.

Drawing by Brady Henthorn.


Date
2/1/200
Brady
Brady said "This is a picture of me."

Drawing by Jake Brodsky.


4-20
CARR
MY HAWS
AND MY SRET
AND MY MAN

Activity Alternatives

For recording science explorations, have the children draw what is observed and write their observations below the drawings.

Linking Families

Have the children share their Picture Story/Word Story pages with their families.

Target Outcomes

Ages 3-4:

1. Write using mock or random letter strings
2. Use three- to six-word sentences

Ages 5-6:

1. Write using random letter strings; semiphonetic or phonetic spellings
2. Use four- to ten-word sentences

Super Scouts

Materials

- Mini clipboards (several)
- Paper
- Pencils
- List of words to find

Description

Prepare a list of words that are present in the environment (at home, school or day care). Have the children search or "scout" out the words. When they find them, have children match the words to their list and write or copy each word on their clipboards. The novel use of a clipboard will intrigue children and they may produce many words!

Photo by L.H. Paulson.

Language Use

Rhyming

Blending

Segmenting

Print Awareness

- Word recognition

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Activity Alternatives

Have children find words to write or copy on their clipboards:

- With a particular beginning letter
- With a particular ending letter
- With a certain number of letters
- That rhyme

Linking Families

1. Have children share their Super Scouts word lists with their families.
2. Encourage families to have their children write additional word lists at home and bring them to school to share.

Target Outcomes

Ages 3-4:

1. Match words

Ages 5-6:

1. Copy words

Today's Temperature Telling Task

Materials

- Cloud-shaped card labeled with the local telephone number for time and temperature (include a dial-out number such as 9-333-3333, if applicable)
- A clip that can be mounted on a wall
- Temperature report (see blackline master, following), cut in thirds; multiple copies can be made into a pad (optional)
- Pencil
- Parent note (see blackline master, following)

Description

Hang the cloud-shaped card at a height appropriate for easy, independent access by children. Use a clip placed on the wall to hold the card. Model Today's Temperature Telling Task to the whole class: Show the children how to remove and replace the cloud card. Then take the cloud card, weather report pad, and pencil to a telephone the children can access on a regular basis. If possible, put the telephone on the "speaker" setting while modeling the task. Read the numbers on the cloud card and match them to those on the telephone. Dial the number and have the children listen as you explain the parts of the recording (advertisements, time, temperature) and define related words such as *steady*, *rising*, or *falling*. Write down the temperature on the weather report pad. Repeat about three or four times until the class is comfortable with the task. Tear off the page with the temperature and return the cloud card, the rest of the weather report pad, and the pencil to their proper places. Report the temperature to

Language Use

- Weather concepts
- Numeral concepts

Rhyming

Blending

Segmenting

Print Awareness

- 1:1 word correspondence
- Numeral recognition
- Numeral writing

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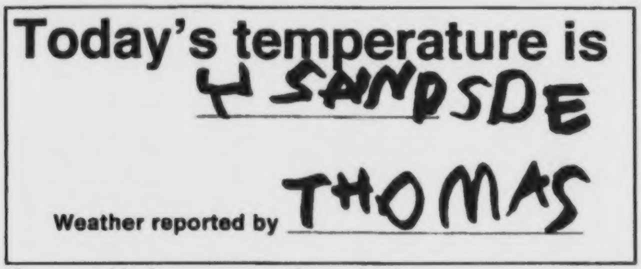

Today's temperature is 4 SAINDSDE

Weather reported by THOMAS

Thomas reported that the temperature was 45 degrees and steady.

the class and describe the day's weather condition (e.g., sunny, rainy, cloudy, snowy, etc.). Each day have a child take a turn doing the task. The temperature reports may be charted to observe patterns or trends in the temperature and weather conditions.

TEMPERATURE
9-442-1730

Photo by L.A. Noble.

Activity Alternatives

You may model using the telephone for gaining other information.

Linking Families

Send the parent note home (see blackline master, following) and encourage parents to help their child practice this skill at home.

Target Outcomes

Ages 3-4:

1. Identify numerals, with assistance
2. Write numerals, with assistance
3. Use weather vocabulary to describe current conditions

Ages 5-6:

1. Identify numerals
2. Write numerals
3. Use weather vocabulary to describe current conditions

Dear Families,

At school, we are learning to use the telephone to get information. Also, we are learning that numbers have a different purpose than letters. Below is our local telephone number for time and temperature. Please help your child practice using your telephone so he or she may tell the temperature to your family. He or she will take turns at school, too. Thank you.

____
Time and Temperature Telephone Number

Sincerely,

- -

Dear Families,

At school, we are learning to use the telephone to get information. Also, we are learning that numbers have a different purpose than letters. Below is our local telephone number for time and temperature. Please help your child practice using your telephone so he or she may tell the temperature to your family. He or she will take turns at school, too. Thank you.

____
Time and Temperature Telephone Number

Sincerely,

- -

Dear Families,

At school, we are learning to use the telephone to get information. Also, we are learning that numbers have a different purpose than letters. Below is our local telephone number for time and temperature. Please help your child practice using your telephone so he or she may tell the temperature to your family. He or she will take turns at school, too. Thank you.

____
Time and Temperature Telephone Number

Sincerely,

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Today's temperature is

____

Weather reported by __________________________

Today's temperature is

____

Weather reported by __________________________

Today's temperature is

____

Weather reported by __________________________

Activity: **Today's Temperature Telling Task**

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Want Ads for Kids

Materials

- Want Ad tablets (see blackline master, following) or scrap paper
- Pencils
- Materials for "Want Ads for Kids" Bulletin Board:
  - newspaper want ads for bulleting board background
  - titles for bulletin board (see blackline master, following), cut out and placed randomly over the background

Photo by L.A. Noble.

Description

Brainstorm with the children the problems that may occur if something runs out in their classroom (i.e., pet food, paper towels, glue, drawing paper, paint, etc.) and what maintenance problems arise if a light bulb is not working, a chair needs to be repaired, or pencils need sharpening. Tell the class they can be great helpers. Photocopy the Want Ads for Kids tablet pages, cut them into fours, stack the sheets together, and staple

Language Use

Rhyming

Blending

Segmenting

Print Awareness

- Print development

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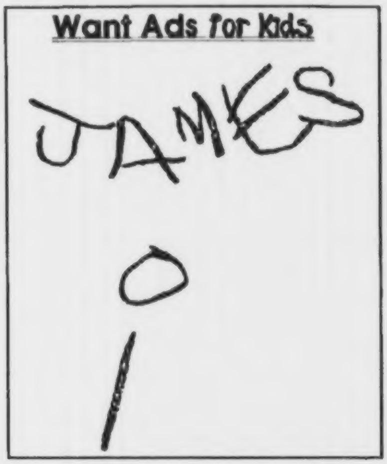
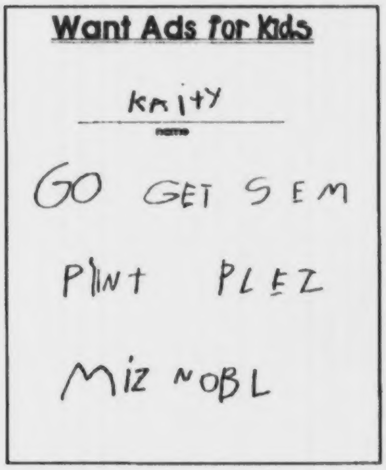


Want Ads for Kids

JAMES

James Thompson draws a nail.

Kaity Harrington writes, "Go get some paint please Ms. Noble."



Want Ads for Kids

kaity

name

GO GET SEM

PINT PLEZ

MIZ NOBL

them at the top to make a tablet. Show the children how to write their names and the names of items needing to be replenished or maintained on the prepared tablets or on pieces of paper. The children can then check in with you and deliver their notes to the appropriate places or people. A small bulletin board entitled "Want Ads for Kids" can hold the notes for the classroom items that need to be replenished.

HINT Ask parent helpers to read the notes, stock any items needed, and check off or stamp each note as it is taken care of. Notes with items that need maintenance can be delivered to the custodian; other notes may be delivered to the school secretary, paraprofessionals, or principal as needed.

Activity Alternatives

None.

Linking Families

1. After each "Want Ads for Kids" note has been taken care of, the note can be taken home.
2. Suggest that families have a special place for keeping track of items needed at home (i.e., shampoo, lotion, light bulbs, etc.).

Target Outcomes

Ages 3-4:
Write using mock or random letter strings

Ages 5-6:
Write using random letter strings; semiphonetic or phonetic spellings

Want Ads for Kids

Name

Want Ads for Kids

Name

Want Ads for Kids

Name

Want Ads for Kids

Name

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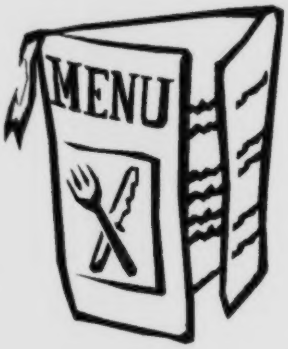
Word Family Menus



Materials

- Menus (see blackline masters, following)
- Scratch paper pads
- Pencils
- Calculators
- Play money coins (pennies and nickels)

Description

Prepare menus by photocopying and coloring them and then laminating them for durability. (Make as many copies as the situation requires.) Have children work in pairs: Child A selects two menu items to purchase, telling Child B what he or she desires. Child B writes down the items' names and the prices, then uses a calculator to total the amount. Child A checks Child B's calculation and pays for the items with play money coins. Child B gives any change due and gives the "receipt" to Child A. Children in kindergarten can use the calculator, with appropriate modeling, as a tool for adding. Children in preschool can use the calculator to explore. (Adapt the math requirement to meet the needs of the children participating in the activity. Children love to pretend to add and make change when playing with the menus.)

Language Use

- Number concepts
- Color concepts
- Shape concepts

Rhyming

- Identification

Blending

Segmenting

Print Awareness

- Word recognition

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Activity Alternatives

Menus have a wide range of variability. Menus may be created to target safety words and other categories like furniture, clothing pieces, food, animals, etc.

Linking Families

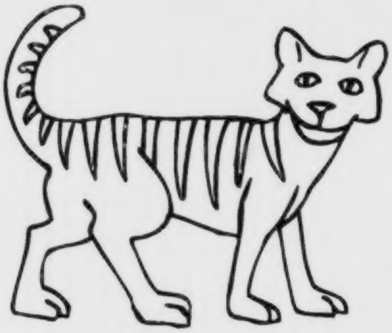
Send the menus home to share with families.

Target Outcomes

Ages 3-4:
1. Match and copy word patterns, with assistance
2. Identify words that rhyme
3. Identify numerals, with assistance
4. Use 1:1 counting correspondence
5. Identify colors
6. Identify shapes

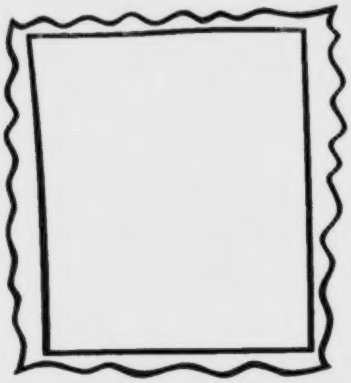
Ages 5-6:
1. Copy words from menu
2. Identify words that rhyme
3. Identify numerals
4. Use 1:1 counting correspondence
5. Identify colors
6. Identify shapes

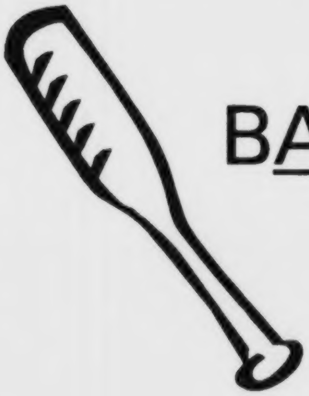
The "AT" Store



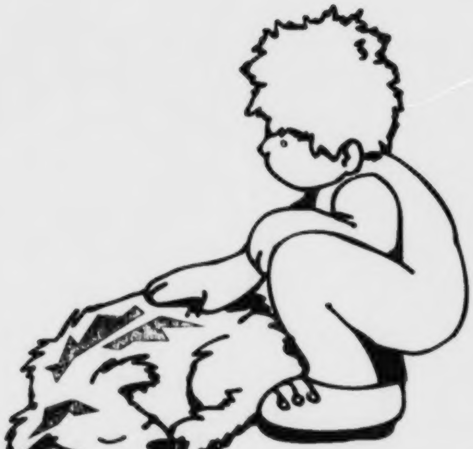
CAT 1¢

MAT 5¢

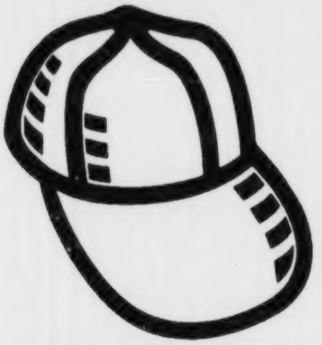




BAT 2¢



PAT 4¢



HAT 7¢

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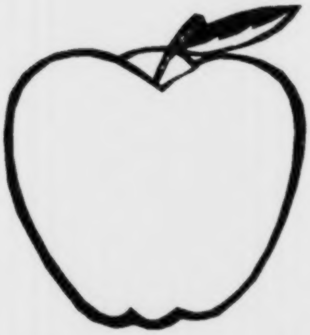
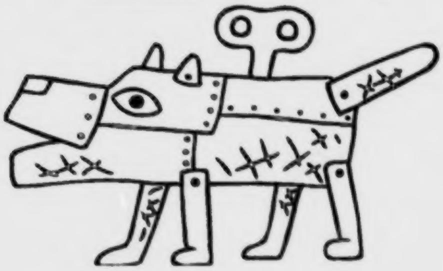
The "ED" Cafe

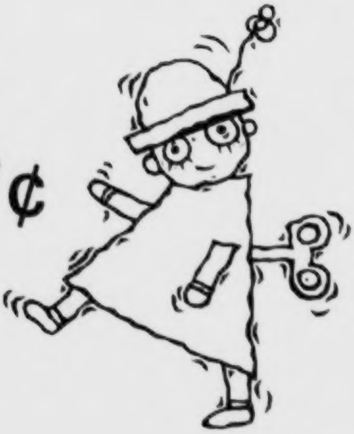


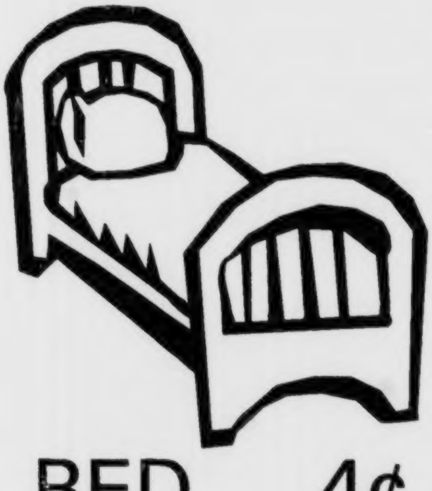
JED 7¢

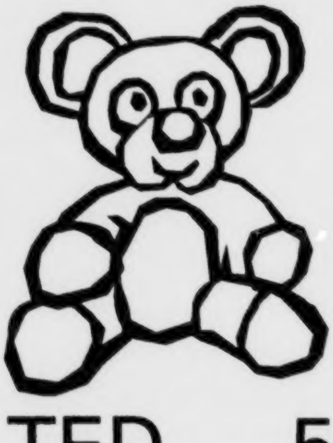


RED 3¢

NED 7¢







BED 4¢

TED 5¢

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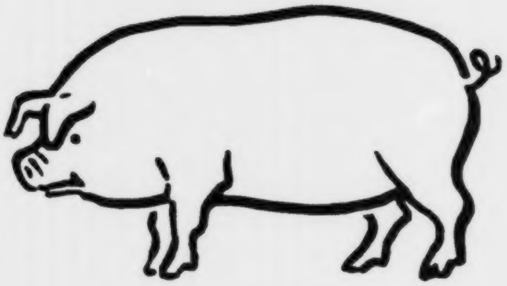
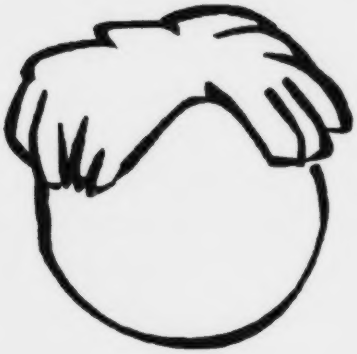
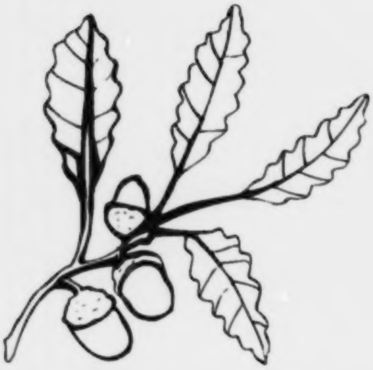
The "IG" Mall



PIG 7¢

WIG 3¢





TWIG 1¢

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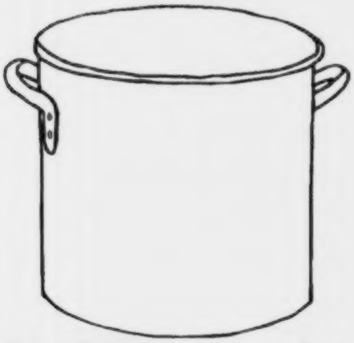
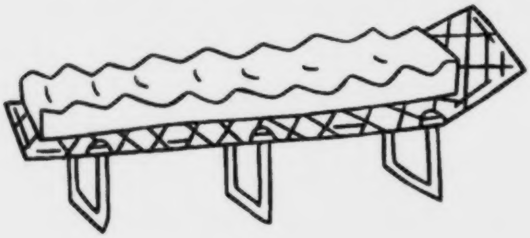
The "OT" Place

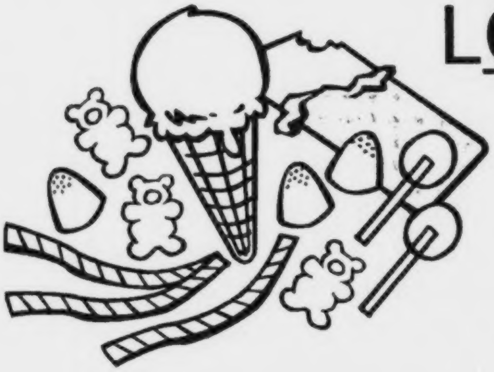


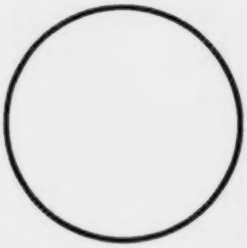
POT 4¢

COT 1¢

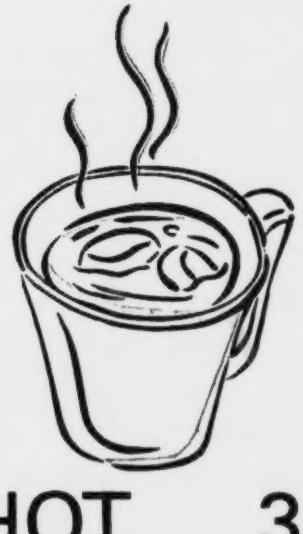


LOT 7¢





DOT 2¢



HOT 3¢

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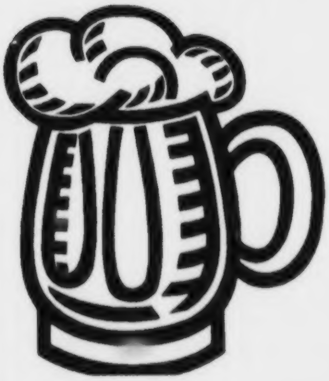
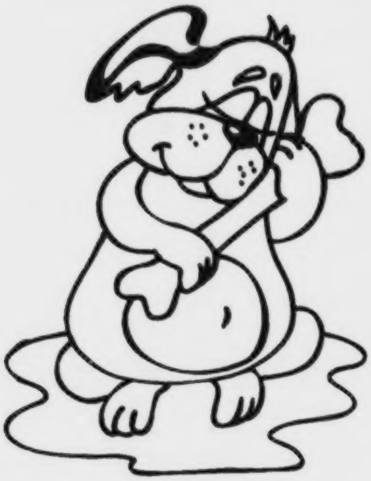
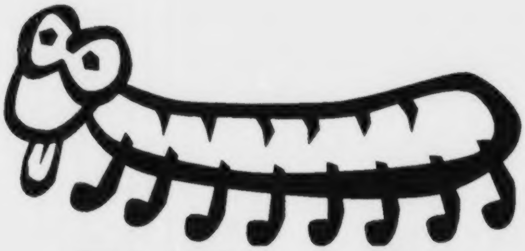
The "UG" Mart



MUG 3¢

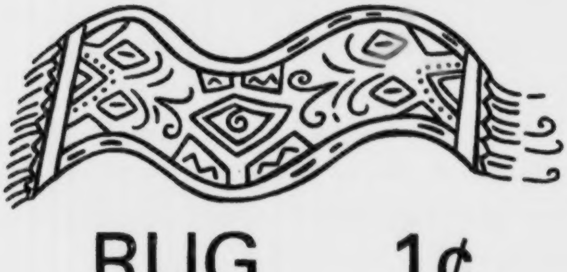
HUG 4¢



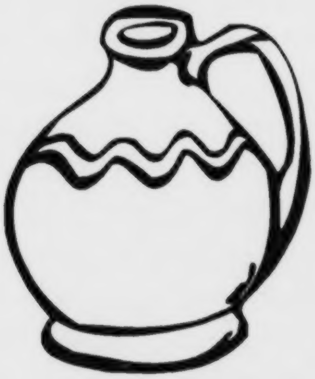


BUG 5¢

JUG 6¢



RUG 1¢



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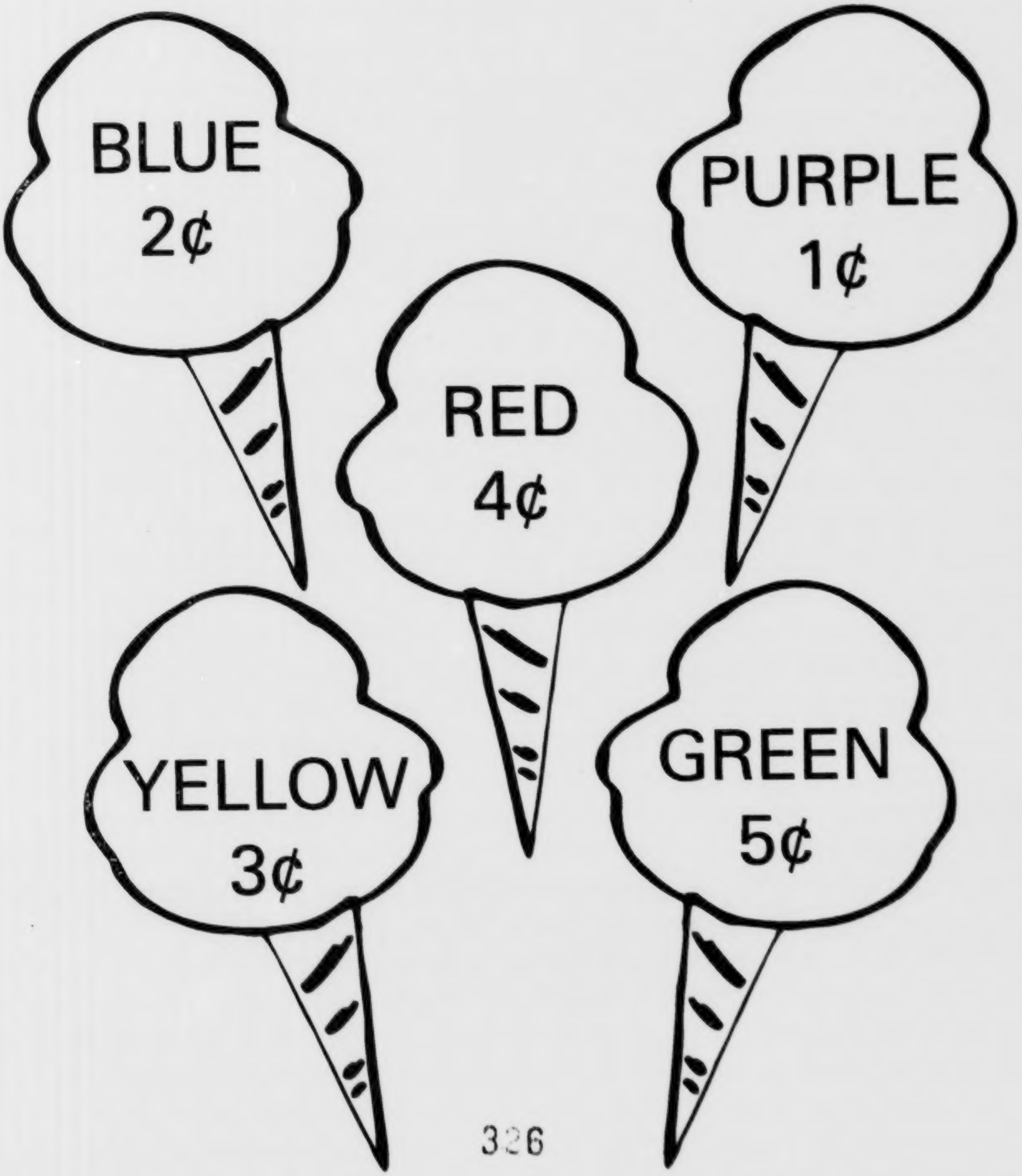
Cotton Candy Colors


BLUE
2¢
PURPLE
1¢
RED
4¢
YELLOW
3¢
GREEN
5¢

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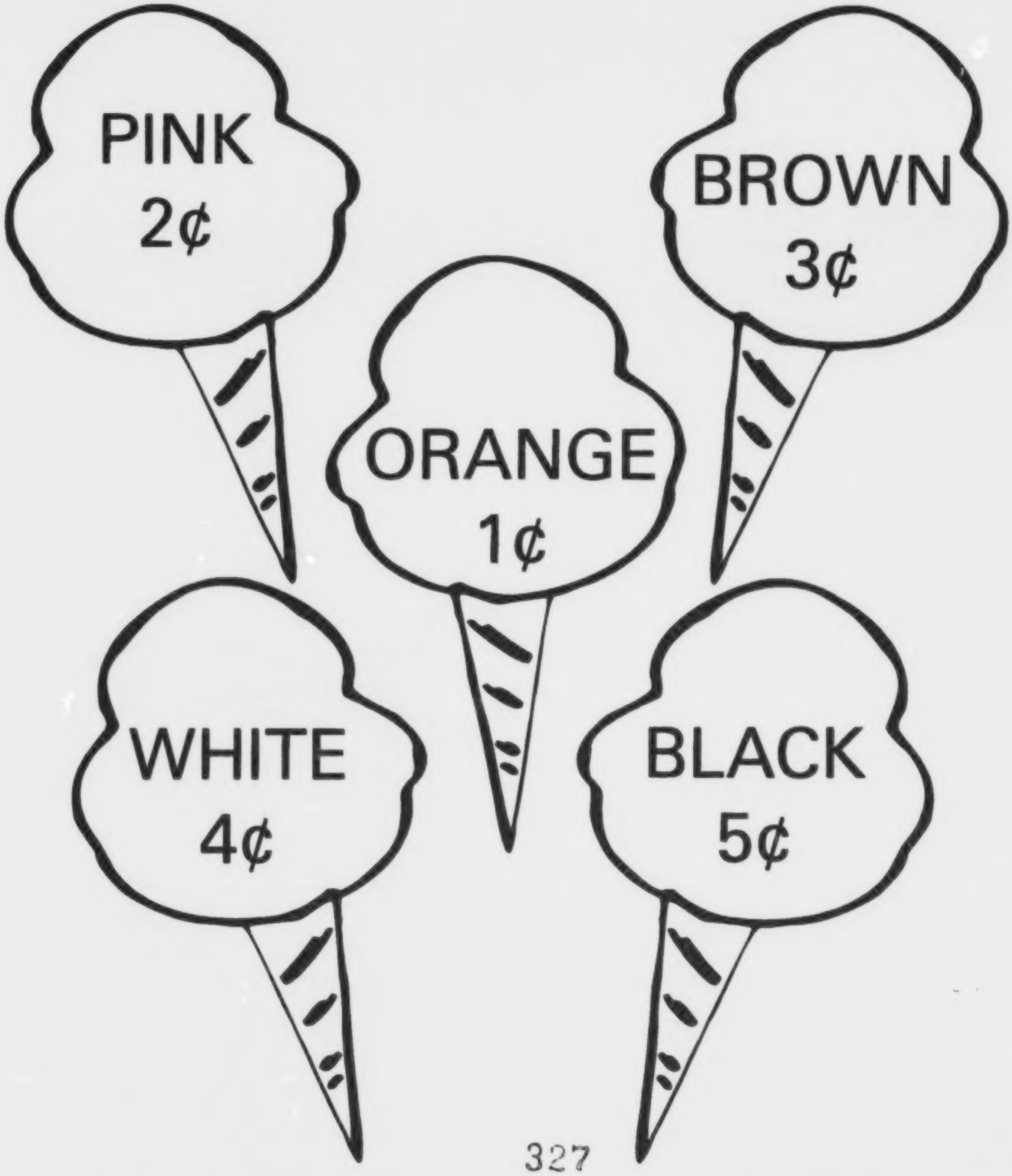
Cotton Candy Colors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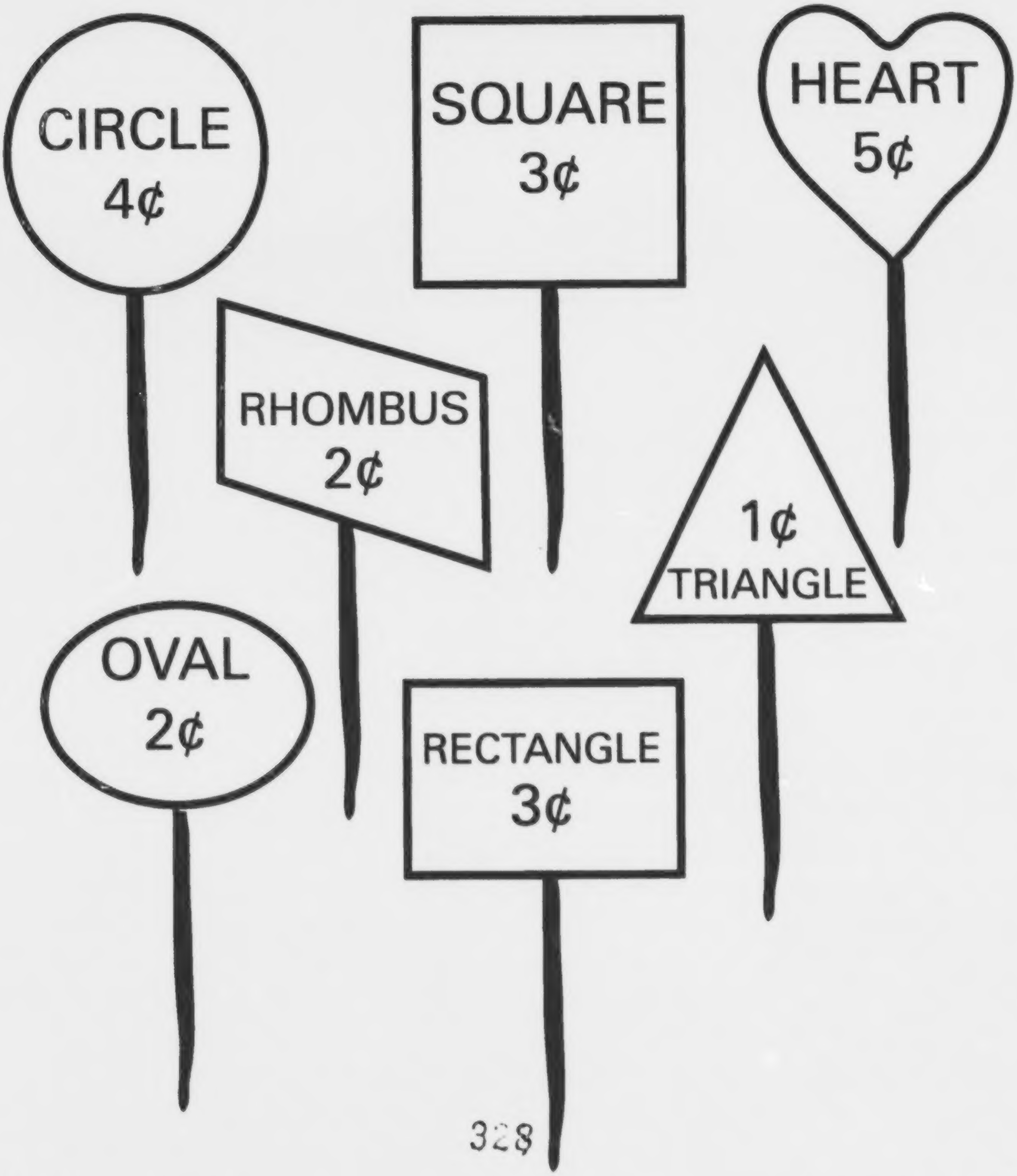
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CHAPTER 9

Assessing Emerging Literacy Skills

The development of emerging literacy skills in young children is too important to allow a "wait and see" approach. To facilitate the development of literacy skills, children need to acquire oral language skills, develop phonological awareness skills, and have many exposures and experiences with print; identifying children's strengths and needs in language and emerging literacy skill development allows educators to plan early and appropriate interventions.[1] Language skills include abilities such as understanding basic spatial, temporal, and sequential concepts; saying words that are understandable; using sentence structures that follow the grammatically acceptable form; describing experiences; predicting what will happen in the future; and talking about events that happened in the past. Phonological awareness develops when children realize that the words they say are separate from the things the words represent and that words are comprised of sound segments that can be rhymed, pulled apart, and put back together. An awareness of print develops through many opportunities to look at and read books, recognize and talk about print and symbols in the environment, and experience and observe the functional use of reading and writing print. The immediate goal is to provide children with experiences and opportunities to help them develop a strong foundation in language and emerging literacy skills, and the ultimate goal is to prevent or reduce any difficulties with literacy development.[2]

Photo by L.A. Noble.

Reading is an active, cognitive, social, and emotional process that is constructed from the meaning of text and pictures. Background knowledge and previous experiences are critical to the reading process; that is, readers understand what they read or what is read to them as it relates to what they already know. Also, research shows that reading and writing develop together, and that writing leads to improved reading achievement.[3] Young children experiment with spelling before they can read,[4] and children's experimental spelling illustrates their understanding of letter-sound associations and of how print represents speech. As they engage in the writing process, children are learning to segment the words they want to spell into sound units; this is a very important process in the development of literacy skills. More accurate spelling is learned in the elementary grades if there is formal instruction.

Children who are likely to have difficulty learning to read and write when formal instruction begins in the elementary grades are often those who display any or all of the following characteristics:

- They begin school without a strong foundation in the oral language structure
- They have an inability to attend to the sound structure of spoken and written words
- They have limited experiences with print, which hinders their understanding of the purpose and function of reading and writing[5]

Among the poorest readers in later years are children who have underdeveloped phonological awareness in preschool and kindergarten.[6] Other risk factors include lack of parent/child language interaction; and lack of motivation; poverty; and developmental disabilities and delays.

Social and emotional factors are additional significant considerations in language and literacy. Difficulties in language and literacy often result in the development of behavioral challenges. For example, children who are unable to say, "I want to play with that toy, please," often experience frustration when interacting with other children and adults, because instead of making a request, the child with limited language may grab, take, or push to get his or her needs met. Once again, there is a reciprocal effect: Children who start school with underdeveloped language and literacy skills often develop challenging behavior, and children who start school with challenging behavior often display difficulties with literacy development. Children with social and emotional difficulties, more often than not, also have delays in language development.[7]

Current research suggests that children who are at risk of developing reading disabilities can be identified before they experience reading failure.[8] Children who exhibit difficulty in learning how to talk are at significant risk for having problems learning to read; various studies report that up to 80% of preschool children with language disorders later display some degree of reading impairment.[9]

Early intervention can have a significant effect on children's development. Bishop and Adams (1990) reported that children who overcame their early language difficulties before the age of five were not at risk of developing literacy problems, but those who still had some evidence of language impairment after the age of five and one-half were likely to experience difficulties learning to read and spell. Phonological awareness is often one domain that is lacking in these children, and this limitation may play a major role in future literacy development.

Early Language Indicators for Literacy Difficulties

Research has identified several early language characteristics that are indicators for possible difficulties in developing literacy.[10] The causal relationship has not been firmly established, but many young children who had language difficulties and also experienced difficulties with literacy development have displayed the following characteristics:

- **Two and One-half Years**
  When children at two and a half years of age in the early stages of language development use short, simple sentences and their word production is not very accurate, they are displaying some difficulty in figuring out the structure of language. Their speech is often characterized by the use of mainly single-word utterances, a small number of speech sounds (typically /b/, /m/, and /d/), and a limited number of vocabulary words.

Early Language Indicators for Literacy Difficulties

2-1/2 Years

- Limited word combinations in phrases
- Less accurate word production

3 Years

- Receptive language problems
- Difficulty naming common objects
- Speech that is difficult to understand

4 Years

- Problems with word junctions
- Problems differentiating similar-sounding words
- Problems distinguishing and producing complex

5 Years

- Difficulty naming common objects
- Difficulty with rhyming
- Limited letter and sound knowledge
- Limited awareness of sound structures in words

- **Three Years**
  At three years of age, difficulty understanding language, difficulty naming common objects accurately (e.g., saying "cow" for a *horse*, a "sit down thing" for *chair*, "fork" for *spoon*), or speech that is difficult to understand are indicators of later literacy difficulties.

- **Four Years**
  Four-year-old children who experience difficulties with language structure (putting words together in sentences appropriately: e.g., "she-her going to-a store" for "she is going to the store") are at risk for experiencing literacy difficulties. Another indicator is word junction problems, which occur when word boundaries are not easily determined (e.g., when asked if he or she wants to sit on a pillow or a chair, the child's response is "pillowora," combining three words). Another indicator is difficulty in differentiating between similar-sounding words and in producing complex sound clusters and words (e.g., saying "ice fream" for *ice cream* or "pasgetii" for *spaghetti*, or saying "I fed the pigeons to the flag" for "I pledge allegiance to the flag").

- **Five Years**
  Oral language indicators for children entering kindergarten may include difficulties with accurate naming or word finding problems. There may be a lack of print awareness, poor letter and sound knowledge, poor rhyming skills, and a limited sensitivity of phonological awareness.

Some misconceptions have developed regarding emerging literacy. Some people have felt that learning to read does not begin until children encounter formal, sequenced, direct instruction and that emerging reading and writing behaviors are not real, but are merely precursors. Because it is sometimes thought that children with special needs are not "ready" to interact with print, these children may be given very

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limited experiences with reading and writing activities.[11] Current research overwhelmingly supports the importance of facilitating emerging literacy skills in preschool-aged children as a critical foundation for literacy development.

Children who enter school with at least a beginning understanding of the phonological structure of language or who develop this awareness as a result of early instruction tend to progress smoothly in learning to read and write.[12] Young children, even those with developmental delays, can learn phonological awareness skills.[13] Early intervention holds a promise of helping reduce reading failure and the negative consequences of that failure.[14]

Emerging Literacy Checklist

It is clear that well-developed language skills, some level of phonological awareness, and print awareness are necessary for reading and writing development. The origins of these emerging literacy skill components begin in infancy and continue to develop throughout the preschool years and beyond. Early childhood programs should not replicate formal reading instruction provided in elementary school; instead programs should include experiences that promote children's development of vocabulary, concept understanding, and reasoning skills; their listening comprehension; their expanded use of sentence structures and sense of story; their sensitivity to the sounds of language; and their print awareness. Critical, too, are experiences that instill a motivation to read.

Developmental sequences for language, literacy, and phonological awareness are described in other chapters of this book. These sequences are outlined in the Emerging Literacy Checklist located at the end of this chapter, which can be used to identify a child's emerging literacy skill development. The checklist is designed to provide information in the areas of language use, phonological awareness, and print awareness. The checklist can be used initially to identify the level of skill development and later to document a child's progress and growth. It is particularly important to identify skill areas that are not developing at an expected rate, especially those skills that are predictive of future difficulties with reading and writing. When delays are identified, appropriate interventions can facilitate the development of those skills. On the form, the specific assessment dates can be noted on the lines provided at the top. Also, the date that skills were observed can be written on the lines in front of specific items.

Language Use Section

The checklist items in the Language Use section begin with early language skills. Children's understanding of many basic concepts develops during the preschool years, and these items are easy to assess during play situations and everyday activities. For example, ask children: to put a toy on **top** of or **through** something; to point to the block at the **bottom**; who is **first** or **last** in line; what comes **before** or **after** another toy in a parade; where the **beginning** and **end** are in a book; and what blocks are the **same** and **not the same**.

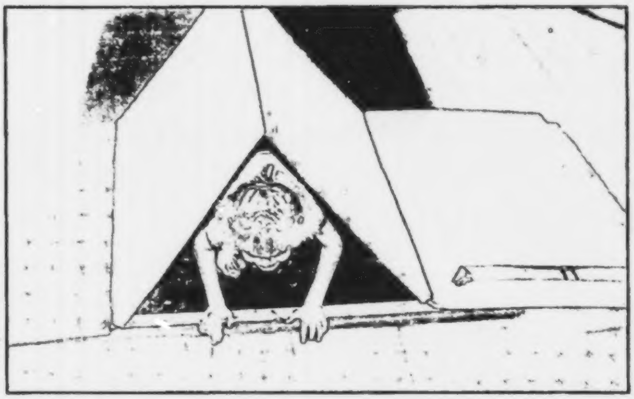

Photo by L.A. Noble.

Chapter 5 describes the expected phonological development of speech sounds. For assessment purposes, typical three-year-olds should be understood by those who are familiar with them, and almost everyone should be able to understand typical four-year-olds. The identification of children's sentence structure, on the other hand, is a fairly complex task. Typical three-year-old children are learning to use appropriate pronouns (*he*, *she*, *they*), starting to use linking or helping verbs (*is*, *are*, *has*, *have*, *was*, *were*), and using question forms with emerging word order (e.g., "What you doing?" emerging to "What are you doing?"). Children who are able to repeat songs, rhymes, and finger plays in a rhythmic fashion are sensing the pattern of language; this skill is developing by age four. Listening to children describe events that have occurred is a convenient way to identify their narrative development as well as their sentence structure; children develop the ability to relate a three-event narrative at around three years of age and a five-event story at around five years of age. When a child's language development seems to be in question, ask a speech and language pathologist to assist in identifying what developmental level the child's skills are at and whether there is concern of a delay.

Phonological Awareness Section

The Phonological Awareness section of the checklist is divided into three important areas: rhyming, blending, and segmenting. Researchers are still trying to establish exactly when children who are typically developing will learn specific phonological awareness skills; the guidelines on this form are general ones with wide ranges of expected skill attainment.

Rhyming skills begin in young children with an interest in listening to and participating in rhymes, finger plays, and songs. Babies and toddlers love these activities; these skills can start developing in two-year-old children. By age three, children fill in more words to songs and rhymes and are able to engage in word play, making up strings of nonsense words. By age four, children begin to identify and produce words that rhyme. In kindergarten, children are able to produce strings of words that rhyme.

Blending words into sentences and words from syllables are skills that begin to develop in four-year-old children. After they understand this task, they can learn to blend sounds into words. Some four-year-old and most five-year-old children are able to do this.

Segmenting involves analyzing the components of words (syllables or sounds) and pulling them apart. This skill closely follows blending. Children who are four years old are often able to segment words into syllables and identify the beginning sound in some words. The ability to segment the sounds in simple consonant-vowel-consonant (CVC) words (like *cat*) generally develops in children at six years of age.

Manipulation tasks such as deletion, isolation, and substitution develop once children transition from emerging literacy development into more conventional literacy development. These skills are typically taught in the elementary grades and so are not included in this checklist.

Print Awareness Section

The checklist skills in the Print Awareness section can be assessed by watching children interact with books and by asking them questions about how books are used. Book orientation and an understanding of the difference between words and pictures develops in two- and three-year-old children; left to right sequencing is a skill seen in some three-year-olds. When children become more aware of print, they learn to "read" words in books that are very familiar, using 1:1 correspondence (pointing to each written word while saying it). Four-year-old children are often able to demonstrate this skill.

Writing and drawing activities also provide an opportunity to see how children's understanding and use of letter symbols are developing. When writing, children progress from scribbling at two to three years of age to using mock letters at three to four years of age. Four-year-old children are often interested in writing their names and are often able to identify the initial letter, and then other letters in their name and more. Usually children learn the names of the letters and then learn to associate what sounds the letters make. When children understand this beginning letter-sound association, they are able to write in a semiphonetic manner. These skills are typically taught in kindergarten. As children's understanding of print awareness increases, their emerging literacy skills improve.

Photo by Stacia Jepson

The Emerging Literacy Checklist can be used by early childhood educators, speech and language pathologists, parents, and caregivers to identify the general level of development of the children in their care. The items on the list provide a basis for determining which skills have been acquired, which skills can be enhanced, and which skills need to be developed.

Emerging Literacy Screening

Knowing the level of emerging literacy development that children have attained is vital in designing the most appropriate educational program. To identify specific skill development, the Emerging Literacy Screening tool can be used to assess emerging literacy skills as part of a composite evaluation in determining children's level of skill development. The results of the screening can also be used to identify goals and objectives for specific children's Individualized

Education Plans (IEPs). Sample IEP goal and objective statements are listed in Appendix H.

The items in the screening procedure represent skills in the three areas (language use, phonological awareness, and print awareness) that research supports as necessary for the development of emerging literacy. (Information on typical ages of skill acquisition is available in other chapters of this book.) There is no standardization or normative data available for this screening assessment, but the information obtained from the screening can be used as a guideline to estimate the rate of children's growth and areas of strength and need in their emerging literacy development. The screening items in each of the three areas are ordered in a general developmental sequence, with earlier skills listed first, followed by more complex skills. The skill items in the Language Use, Phonological Awareness, and Print Awareness sections begin to develop in children as young as two years, and all of the skills should hopefully be acquired by the time children complete kindergarten.

Administration and Scoring

The Emerging Literacy Screening is designed to be given individually to children ages three through six years. The administration time is generally 10-20 minutes depending on the child's participation, cooperation, and attention. The instructions following, include directions for the examiner and also include scoring criteria for each item. It is necessary to be familiar with the instructions and to have the following materials readily available prior to assessing each child:

Materials provided in this book:

- Copies of Emerging Literacy Screening form (see blackline master)
- Pictures of symbols, cut apart (see blackline master)
- Picture illustrating basic concepts (see blackline master)
- Pictures of rhyming words, cut apart (see blackline master)

Additional materials:

- Index cards with children's names written on them
- A familiar book with easily identifiable pictures and text that follows a predictable sentence pattern (*Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr. works well)
- Pencil for children to draw and write a story

Instructions for Emerging Literacy Screening

First, record information about the child being screened, including name, date of birth (DOB), and chronological age (CA) along with the school and teacher name (if appropriate), and date of administration.

The Print Awareness section of the Emerging Literacy Screening is given first because this initial screening item is helpful in gaining the child's attention by engaging him or her with a book.

Print Awareness Section

1. **Book Awareness**
   This identifies the child's awareness of book orientation and print function.

   Hand the book to the child upside down and backwards. Watch for several seconds to see if the child is able to orient the book and find the beginning page. If not, make a note in the "Comments" section at the end of the Print Awareness portion on the screening form.

   Next, show the child a page from a book containing pictures and words and say, "Show me where the words are. Now show me where the picture is." Mark a ± on the screening form next to "pictures and words in a book" if the child is able to distinguish between the words and the pictures. Mark a 0 if the child is not able to identify where the words are on the page.

   Now use a familiar storybook with a repeated sentence pattern and read the words of the text to the child. For example, read, "Brown Bear, Brown Bear, what do you see?" and use your finger to point to each word as you read it. Then say to the child, "Use your finger and read the words to me." Mark a + next to "words using left to right sequencing" if the child sweeps a finger across the words in a left to right sequence. Mark a 0 if the child does not sweep in a left to right sequence. Mark a + next to words using 1:1 correspondence if the child is able to point to each word as it is "read." Mark a 0 if the child is not able to point to each word as it is "read."

Add the number of + marks for book awareness and circle the corresponding numeral on the screening form.

Scoring:

3	Points to words while saying them
2	Sweeps finger left to right across words
1	Identifies words from pictures
0	Does not identify words from pictures

2. **Symbol Identification**
This identifies the child's ability to recognize common symbols in the environment. Show the child each symbol (see blackline master, following) and ask "What does this say?" Mark a + for each symbol correctly identified. Mark a 0 for each symbol incorrectly identified.

Add the number of + marks for this section and circle the corresponding numeral on the screening form.

Scoring:

3	Identifies 4 symbols
2	Identifies 3 symbols
1	Identifies 2 symbols
0	Identifies 0 - 1 symbols

3. **Written Name Identification**
This measures the child's ability to discriminate and identify letters in his or her own name. Place three cards with children's names written on them in front of the child. One of the cards must have the name of the child who is being screened; include another name that begins with the same letter as the name of the child being screened (e.g., Matthew, Mary, Gina). Then say, "Show me your name." Mark a + next to "identifies name" if the

child identifies his or her own written name; mark a 0 if the child does not recognize his or her own written name.

Next, point to the first letter of the child's written name and ask, "What letter is this?" Mark a ± next to "identifies initial letter in name" if the child identifies the initial letter; mark a 0 if the child does not identify the initial letter.

Point to the last letter of the child's name and then one more letter, asking each time, "What letter is this?" Mark a ± next to "identifies other letters in name" if the child identifies other letters in their name; mark a 0 if the child does not identify other letters in their name.

Add the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:
3 Identifies other letters in name
2 Identifies initial letter
1 Identifies name in group of 3
0 Does not identify name

4. **Print Development**

This identifies child's ability to write. Use a current sample of the child's writing to determine the level of print development or, using the space provided on the screening form, have the child draw a self-portrait and write a sentence describing the picture. Say, "Draw a picture of yourself and write a story about your picture. You can use your own 'child' writing." Mark a ± next to the appropriate item if the child writes using scribbles, mock letters, random letter strings, or semiphonetic spelling.

Circle the corresponding numeral on the screening form.

Scoring:
3 Uses semiphonetic spellings
2 Uses random letters in writing
1 Uses mock letters
0 Uses scribbles

5. **"Alphabet Song"**
This simply identifies the child's ability to sing the well-known ABC song. Say to the child, "Now I want you to sing the ABC song." If necessary, help the child get started singing the song.

Circle the appropriate numeral on the scoring form.

Scoring:
3 Sings most of song (21-26 letters)
2 Sings half of song (14-20 letters)
1 Sings less than half of song (5-13 letters)
0 Sings few letters (4 or fewer letters)

Language Use Section

1. **Rhythmic Patterns**
This identifies a child's ability to sing a familiar song with a rhythmic pattern. Say to the child, "Now sing, Twinkle, Twinkle, Little Star" (or another culturally sensitive children's song that the child may be more familiar with). If necessary, help the child get started.

Circle the corresponding numeral on the screening form.

Scoring:
3 Sings most or all of song in a rhythmic pattern
2 Sings more than three lines of song (half of song)
1 Sings fewer than three lines of song (a quarter of song)
0 Sings fewer than two lines of song (a few words of song)

2. **Concepts**
This measures a child's understanding of basic concepts. Show the picture of a classroom to the child (see blackline master, following). (If a child is too distracted by the whole picture, cover half of it with a piece of white paper.) Direct the child's attention to the picture and say the following stimulus sentences in the order shown here. Mark a ± for each correct response and a 0 for each incorrect response.

Top – (Point to the stack of blocks) "Point to the block at the *top* of the tower."

Beginning – (Point to the cars) "Point to the car that is at the *beginning*."

First – (Point to the children in line) "Point to the friend who is getting a drink *first*."

Before – (Point to the girl in the wheelchair) "Point to the friend who is *before* the girl in the wheelchair."

Next to – (Point to the toys on the shelf) "Point to the toy that is *next to* the boat."

Bottom – "Point to the block at the *bottom* of the tower."

End – "Point to the car that is at the *end*."

Last – "Point to the friend who is *last* in line."

After – (Point to the delivery truck.) "Point to the car that comes *after* the motorcycle."

Middle – (Point to the animals on the shelf) Point to the animal in the *middle*."

Add up the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:

3	8–10 correct
2	5–7 correct
1	3–4 correct
0	0–2 correct

3. **Relating a Past Event**
This section identifies a child's ability to tell narratives. Tell the child a story about an incident that happened to you, for example: "One day I was *riding* my bike, and I *fell* off and *scraped* my knee. I *went* home and my dad *helped* me wash it and *put* a bandage on it." (six events, indicated by the italicized verbs). Encourage the child to relate a past event or something that happened. Say, "Tell me about…" (e.g., something fun, a trip, a birthday party, a pet, a baby brother or sister, etc.). Record the story on the screening form and circle each event (i.e., each verb used in story).

Add up the number of events and circle the corresponding numeral on the screening form.

Scoring:

3 4 or more related events
2 3 related events
1 1 event, or 2 unrelated events
0 unable to describe events

4. **Speech Sound Intelligibility**
This identifies the child's speech clarity. For this, simply give your own rating of the child's speech intelligibility. Consult a speech and language pathologist if necessary.

Circle the corresponding numeral on the screening form.

Scoring:

3 Speech is clear and easy to understand
2 Speech contains a few errors (e.g., r, l, th sounds)
1 Speech contains several errors such as tar/car, poon/spoon
0 Speech is difficult to understand, with many articulation errors

5. **Sentence Word Order and Usage**
This measures the child's sentence structure use. Rate his or her sentence structure either from the child's narrative (see item #3 in this section) or other conversation. Consult a speech and language pathologist if necessary.

Circle the corresponding numeral on the screening form.

Scoring:

3 Sentences are well-developed, use 5-7 words
2 Sentences have a few grammatical errors, use 4-5 words
1 Sentences have many grammatical errors, use 2-4 words
0 Sentences use short 1-3 words

Phonological Awareness Section

1. **Rhyming Identification**
This identifies the child's ability to detect rhyme in words. Show the child the first three pictures (A, A1, and A2) on the Rhyming Identification sheet (see blackline master, following). Say, "Here's a mouse. Which word rhymes with or sounds the same as *mouse: mouse—house* or *mouse—duck*?" Facilitate a correct response and say, "*Mouse* sounds like house. They rhyme; they sound the same at the end, not like *mouse—duck*: they do not rhyme, do not sound the same at the end." Using the next set of pictures, say, "You try these. Here's a *dish*. What rhymes with or sounds the same as *dish*: *dish—bed* or *dish—fish*?" Continue, using the pictures for the next items: *bat*: *bat—cat*, *bat—sun* and *sock*: *sock—cup*, *sock—rock*. Mark a ± for each identified rhyme.

Add the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:
3 Matches three pairs of rhyming words
2 Matches two pairs of rhyming words
1 Matches one pair of rhyming words
0 Does not match any rhyming words

2. **Rhyme Production**
This identifies the child's ability to produce words that rhyme. Say, "I'm going to think of a word that rhymes with *rug*. (Pause.) *Hug*. *Hug* sounds the same as *rug*: *rug*, *hug*. Now, you tell me a word that rhymes with or sounds the same as *man*." Mark a ± for each word the child produces that rhymes with *man*. Do the same with the words *coat* and *ball*.

Add the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:
3 Produces three or more words that rhyme
2 Produces two words that rhyme
1 Produces one word that rhymes
0 Produces 0 rhyming words

3. **Blending Syllables**
This measures the child's ability to blend words from syllables. Say, "Now we are going to play a different game. I am going to say a word slowly, and I want you to say it fast. Tell me what this word is: can-dy." (Say the syllables with a one-second pause between them.) Facilitate a correct answer. Say, "Now tell me what this word is: hap-py." Continue with te–le–vi–sion and e–le–phant. Mark a ± for each word that is blended correctly.

Add the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:

3	Blends three words
1	Blends two words
1	Blends one word
0	Does not blend any words

4. **Blending Sounds**
This identifies the child's ability to blend words from sounds. Say, "Now try these. Tell me this word, "n–o-/z/ (nose)." Use one-second pauses between sounds; decrease pause length as necessary to help the child get correct response. Be careful to say each sound in isolation (/n/ and not "nuh," /z/ and not "zuh"). Continue with test items, using one-second pauses between sounds and saying all sounds in isolation: f–i–sh, p–i–g , s–p–oo–n. Mark a ± for each word that is blended correctly.

Add the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:

3	Blends three words
2	Blends two words
1	Blends one word
0	Does not blend any words

5. **Segmenting Syllables**

This identifies the child's ability to segment words into syllables. Say, "Let's see how many parts there are in this word: pup–py." (Tap your hands on your lap for each syllable.) "There are two parts or syllables in the word *puppy*. Now you try it. Say *puppy* using your hands to tell me the syllables or parts." (Encourage the child to say pup–py in syllables while tapping hands on knees.) Continue with the test items, saying, "Use your hands and tell me the parts or syllables in *cookie*." Continue with *peanut butter* and *dinosaur*. Mark a ± for each word segmented correctly into syllables.

Add the number of ± marks and circle the corresponding numeral on the screening form.

Scoring:

3	Segments three words into syllables
2	Segments two words into syllables
1	Segments one word into syllables
0	Does not segment any words into syllables

6. **Segmenting Sounds**

This identifies the child's ability to segment words into sounds. Hold out three fingers and say, "I'm going to say a word, *sit*; it has three sounds, s–i–t." (Tap one finger on the desk for each sound.) "Now you tell me the three sounds in *sit*." Encourage the child to segment the word into its individual sounds. Then say, "Now tell me the three sounds in *fun*." Continue with *top* and *dog*. Mark the child's responses on the screening form.

Circle the corresponding numeral on the screening form.

Scoring:

3	Segments three words into three sounds each
2	Segments three sounds in at least one of the words
1	Segments one sound in at least two of the words
0	Does not segment any sounds in any words, or segments one sound in only one of the words

Scoring Interpretation

The items in the Emerging Literacy Screening were chosen because of their relevance to developmental sequences in young children and because of the ease in identifying these particular skills. The list is in no way intended to be an exhaustive list of all the skills that are part of language development or emerging literacy. The listed skills provide a general picture of children's awareness and understanding of emerging literacy development in the areas of language use, phonological awareness, and print awareness; many of these skills have been identified as being predictive of success or failure in learning to read and write. Identifying skill deficits and then providing appropriate activities to help children develop those skills, builds the strong foundation needed for the development of reading and writing.

Percent Conversion Chart

Print Awareness and Language Use Sections		Phonological Awareness Section		Test Total	
Score	% Correct	Score	% Correct	Score	% Corect
0	0	0	0	0 – 5	0 – 10
1	7	1	6	6 – 10	12 – 21
2	13	2	11	11 – 15	23 – 31
3	20	3	17	16 – 20	33 – 42
4	27	4	22	21 – 25	44 – 52
5	33	5	28	26 – 30	54 – 62
6	40	6	33	31 – 35	64 – 73
7	47	7	39	36 – 40	75 – 83
8	53	8	44	41 – 45	85 – 94
9	60	9	50	46 – 48	96 – 100
10	67	10	56		
11	73	11	61		
12	80	12	67		
13	87	13	72		

There is a total possible score of 48 points; by the end of kindergarten children should hopefully be able to complete all of the screening items. The results of the screening provide information in several ways. For example, the scores for each of the three areas can be compared to identify strengths and concerns in each general area. For example, a four-year-old child who receives a score of 10 (67%) in Print Awareness, a score of 7 (47%) in Language Use, and a score of 6 (33%) in Phonological Awareness may need to receive training in phonological awareness to improve these skills. Within each section, the scores can identify strengths and concerns for specific skills. In the previous example, the child may need assistance to improve narrative skills in language use along with rhyming and segmenting skills in phonological awareness.

Interpretation of the screening results provides information to assist in planning programs. For all children, the information provides a benchmark to document their development. For children who are at risk for experiencing difficulties acquiring literacy skills, the screening information identifies areas of concern that can be targeted for intervention to build a stronger foundation. For children with identified disabilities the screening results provide baseline information about the skills children have acquired, identified areas that need specific and intensive interventions, and, with a subsequent assessment, data to document children's progress. Appendix H provides sample goals and objectives for Individualized Education Plans (IEPs).

The activities described in Chapters 4, 6, and 8 (language use, phonological awareness, and print awareness) provide many ideas to facilitate the development of these skills. The cross-reference list in Appendix F provides a listing of all target skills for the activities, with their primary and secondary focuses.

Wrap Up

Language and literacy development are critical during the early childhood years. Typical sequences of skill development have been established, and research has identified indicators in children's abilities that predict success and failure in acquiring literacy. The Emerging Literacy Checklist and the Emerging Literacy Screening are functional tools that assist those who work with young children in identifying levels of development, in planning appropriate interventions, and in documenting children's progress.

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4. Ball 1993
5. Snow, Burns, and Griffin 1998; Snowling and Stackhouse 1996; Catts 1997; Jenkins and Bowen 1994
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8. Catts 1997
9. Jenkins and Bowen 1994; Watson et al. 1994; Adams 1990
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Emerging Literacy Checklist

Name: ______________________________ Birthdate: __________________

Teacher: ____

Assessment Dates: __________, __________, __________, __________, __________

Language Use

____ Understands concepts such as top/bottom, first/last, before/after, beginning/end, same/not the same

____ Speech is understandable with only age appropriate errors

____ Uses appropriate sentence structures (word order, pronouns, verbs, question forms)

____ Uses rhythm in songs, rhymes, finger plays

____ Relates a story with three events

____ Relates a story with five events

Phonological Awareness

Rhyming

____ Imitates rhythmic patterns in songs, finger plays, and rhymes

____ Fills in missing words to known songs, rhymes, finger plays

____ Identifies two pictures that rhyme out of a field of three

____ Produces a word that rhymes with a given word

____ Produces a string of three words that rhyme

Blending

____ Blends words into a sentence (I–have–a–hat)

____ Blends compound words (cow–boy)

____ Blends beginning sound to rest of word (f–ish)

____ Blends words with three sounds (s–u–n)

Segmenting

____ Segments sentences into words

____ Segments words into syllables

____ Identifies the number of syllables in words

____ Segments words with two sounds (s–ew)

____ Segments words with three sounds (h–a–t)

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Emerging Literacy Checklist (continued)

Print Awareness

Book and Symbol Awareness

____ Holds book right side up and turns one page at a time

____ Identifies the pictures and the words on a page

____ Recognizes symbols seen in environment

____ Follows print using left to right sequencing (but not necessarily 1:1 word correspondence)

____ Sings the "Alphabet Song"

____ Recognizes own written name

____ Recognizes initial letter in name

____ Recognizes other letters in name

____ Points to words using 1:1 word correspondence

____ Identifies the letters of the alphabet

____ Identifies the sounds of the letters

____ Produces the sounds of the letters

Print Development

____ Writes using scribble-like markings

____ Writes using individual letter-like characters or mock letters

____ Writes using recognizable, random letter strings

____ Writes using semiphonetic spellings

____ Writes using phonetic spellings

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Emerging Literacy Screening

Child's Name: ____________________

DOB: ____________________ CA: ____________________

School: ____________________

Teacher: ____________________ Date: ____________________

Print Awareness

1. **Book awareness:** 0 1 2 3
   - ____ pictures and words in a book
   - ____ words using left to right sequencing
   - ____ words using 1:1 correspondence
2. **Symbol identification:** 0 1 2 3
   - ____ "stop" sign
   - ____ circle
   - ____ square
   - ____ triangle
3. **Written name identification:** 0 1 2 3
   - ____ identifies name (in a field of three)
   - ____ identifies initial letter in name
   - ____ identifies other letters in name
4. **Print development:** 0 1 2 3
   - ____ scribbles
   - ____ mock letters
   - ____ random letter strings
   - ____ semiphonetic spellings
5. **Sings "Alphabet Song"** 0 1 2 3

Print Awareness Score: ______/15 ______%

Comments:

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Emerging Literacy Screening (continued)

Self-Portrait

Language Use

1. **Rhythmic patterns:** 0 1 2 3

2. **Concepts:** 0 1 2 3

____ top
____ beginning
____ first
____ before
____ next to
____ bottom
____ end
____ last
____ after
____ middle

3. **Relating a past event:** 0 1 2 3

Narrative ____

____

____

____

____ Number of events in narrative

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Emerging Literacy Screening (continued)

Language Use (continued)

4. **Speech sound intelligibility:** 0 1 2 3
   ____ difficult to understand
   ____ few errors (r, l, th, lisp)
   ____ easy to understand
5. **Sentence word order and usage:** 0 1 2 3
   ____ many grammatical errors
   ____ few grammatical errors
   ____ well-developed sentence structure

Language Use Score: ______/15 ______%

Comments:

Phonological Awareness

1. **Rhyming identification:** 0 1 2 3
   Example: mouse: house, duck
   ____ dish : bed, fish
   ____ bat : cat, sun
   ____ sock : cup, rock
2. **Rhyme production:** 0 1 2 3
   Example: rug
   ____ man
   ____ coat
   ____ ball
3. **Blending syllables:** 0 1 2 3
   Example: can–dy
   ____ hap–py
   ____ te–le–vi–sion
   ____ e–le–phant

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Emerging Literacy Screening (continued)

Phonological Awareness (continued)

4. **Blending sounds:** 0 1 2 3

   Example: n–o–/z/ (nose)

   ____ f–i–sh

   ____ p–i–g

   ____ s–p–oo–n

5. **Segmenting syllables:** 0 1 2 3

   Example: puppy

   ____ cookie (2 syllables)

   ____ peanut butter (4 syllables)

   ____ dinosaur (3 syllables)

6. **Segmenting sounds:** 0 1 2 3

   Example: sit

   ____ fun

   ____ top

   ____ dog

Phonological Awareness Score: ______/15 ______%

Comments:

Screening Results

Print Awareness Score: ______/15 ______%

Language Use Score: ______/15 ______%

Phonological Awareness Score: ______/18 ______%

Total Score: ______/48 ______%

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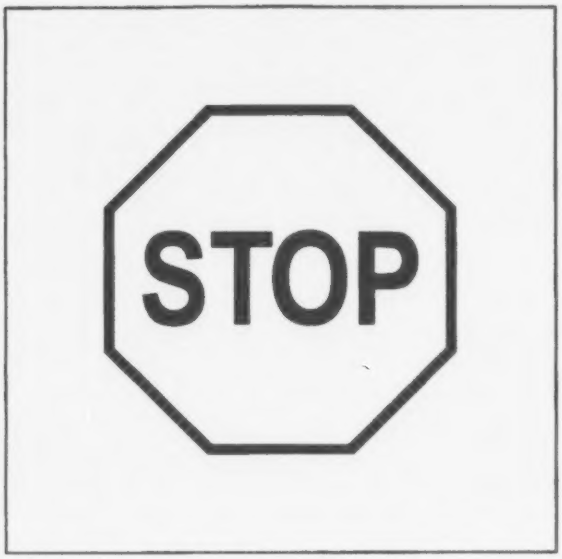
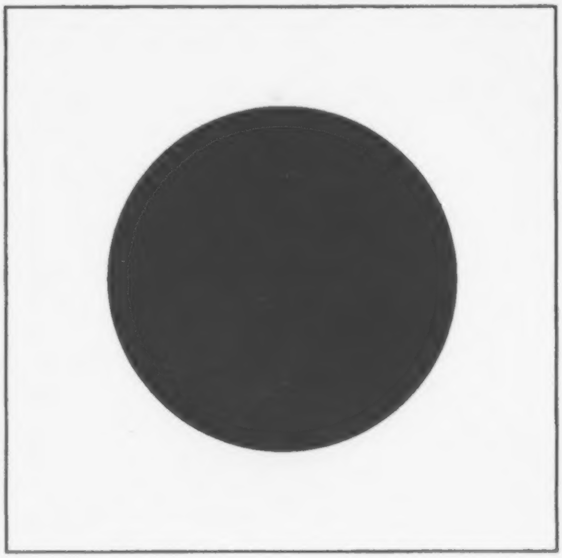
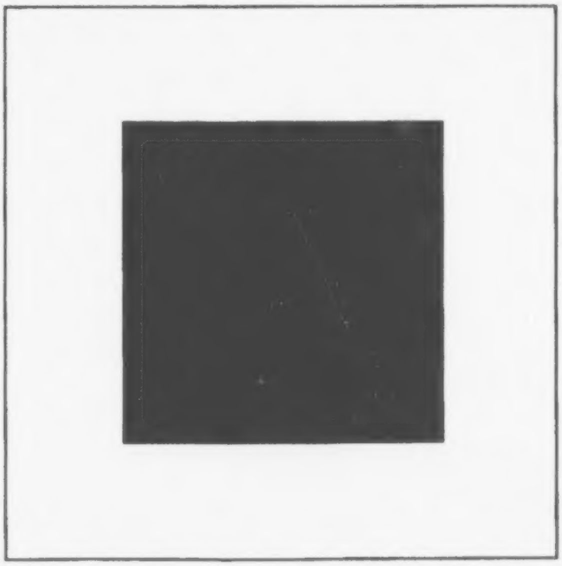
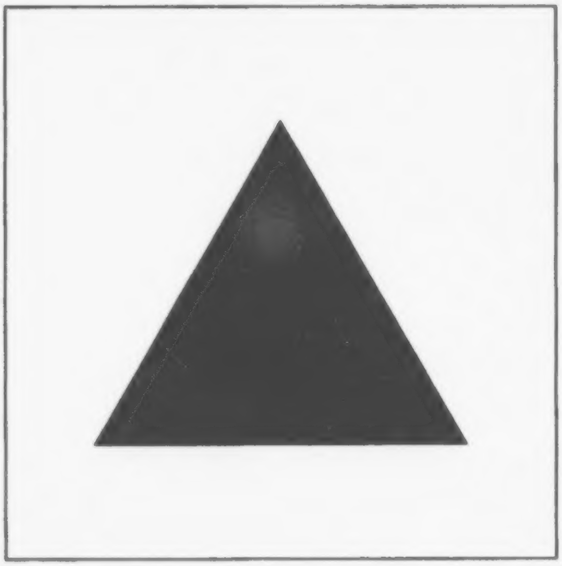
Symbol Identification









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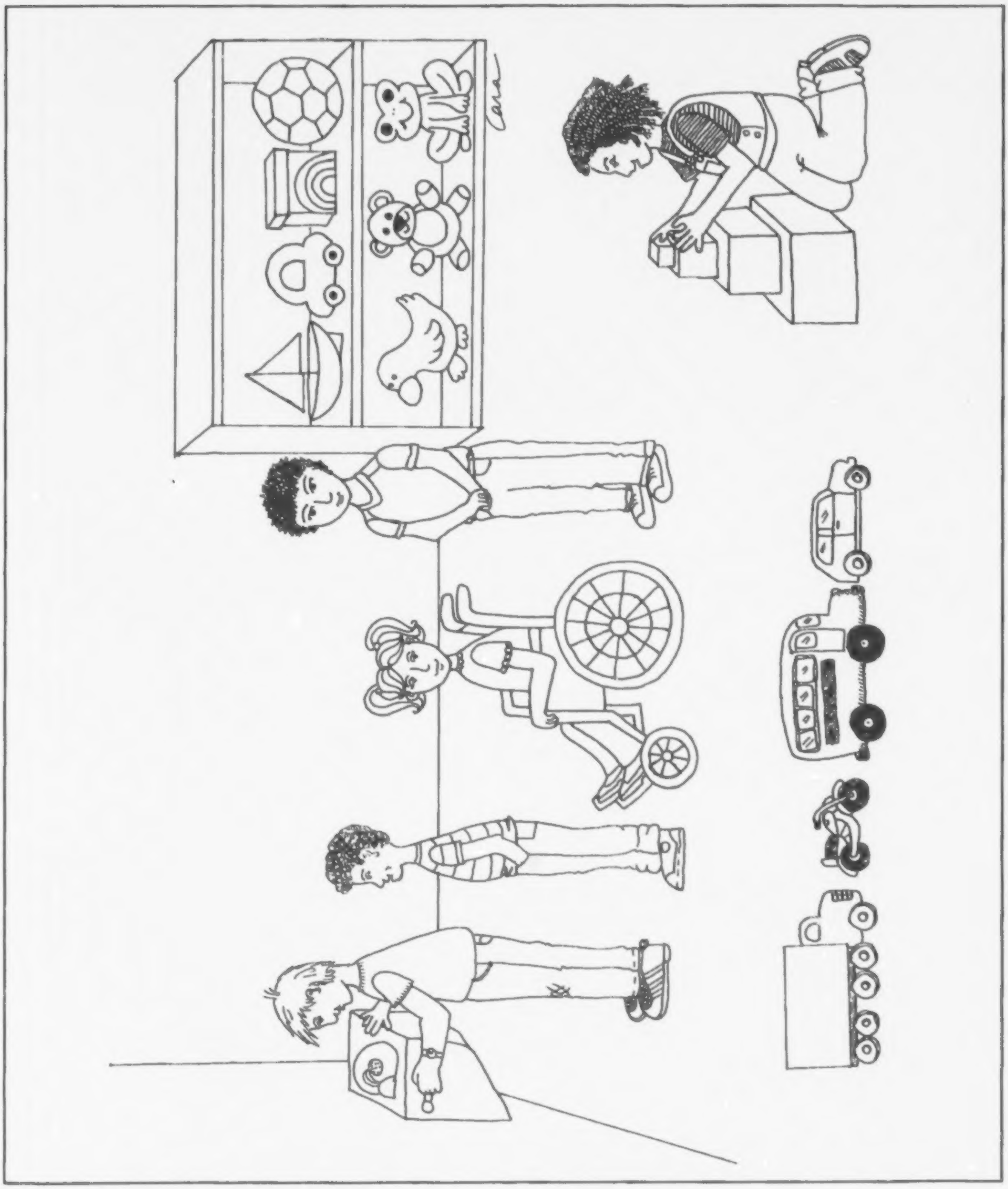
Concept Identification



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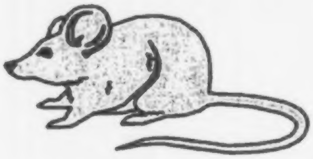
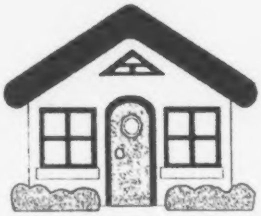
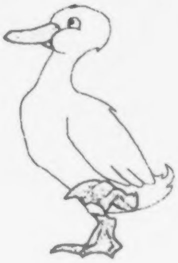
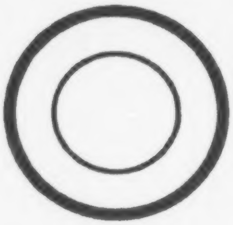
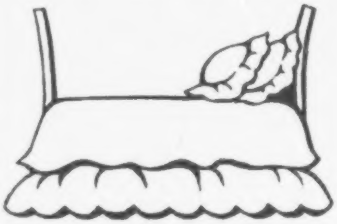
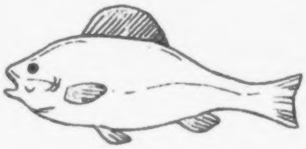
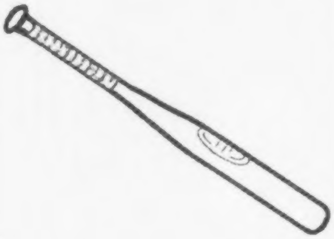
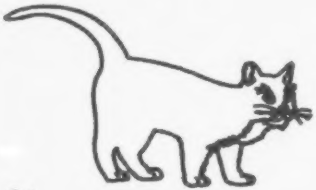
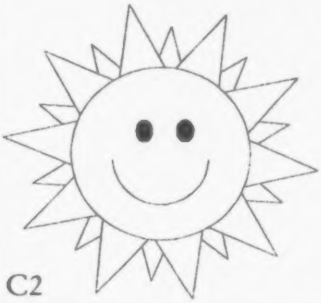
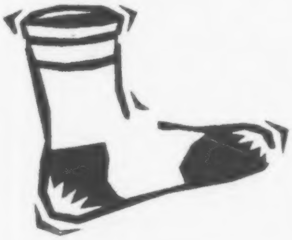
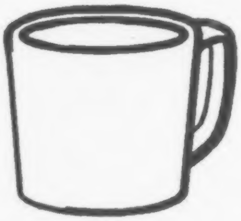
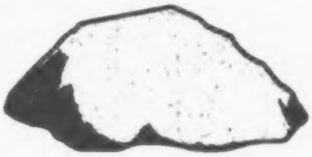
Rhyming Identification

 A	 A1	 A2
 B	 B1	 B2
 C	 C1	 C2
 D	 D1	 D2

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APPENDIX A

The Development of Oral and Written Language From a Historical Perspective

Language

Anthropologists estimate that humans developed oral language about 2 million years ago.[1] Humans seem to be born with a predisposition to convey their needs to those around them, and various cultures have demonstrated an innate tendency to communicate vocally. As a result, many different languages have evolved over the course of time. Linguists and sociologists have identified more than 3,000 spoken languages in the world and up to 6,000 languages if dialects are included in the count.[2]

Our ancestors took nearly half a million years to develop any form of written language.[3] The earliest symbols were pictures representing events. Interestingly, our current alphabetic symbol system of writing involves a symbolic coding of speech sounds. It appears to have descended from a system invented by the Canaanites around 1700 b.c.[4] Of the world's estimated 3,000 to 6,000 languages, few societies have developed a written form of their spoken language; only 78 of these are considered to be literate languages. It is not clear why less than one-half of one percent of spoken languages have a literacy system associated with their evolution over time; this combination of factors is very unique. It has important implications, however, for how young children learn to speak and to read. Recognizing that there are exceptions to every rule, researchers and linguists increasingly agree: language is a natural process, but literacy must be taught.[5]

Language—Historical Information:

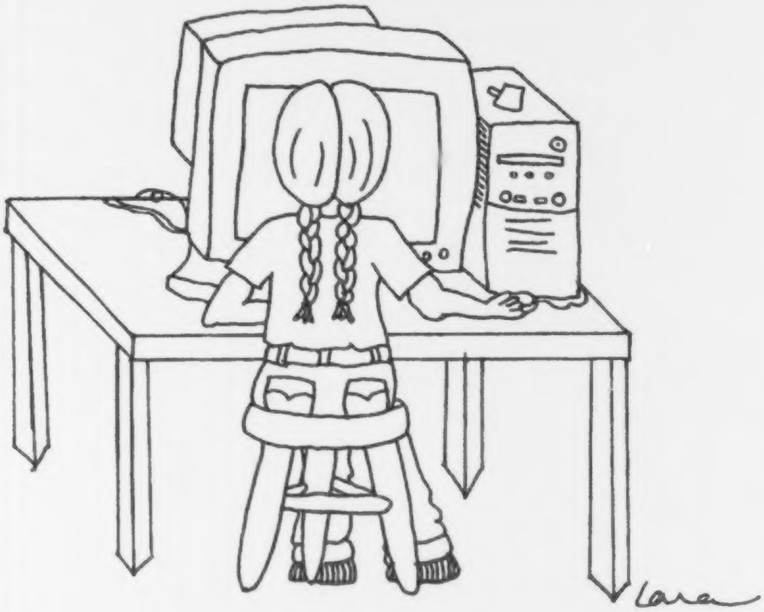
- Language appeared 2 million years ago
- Written forms of language appeared 1½ million years ago
- Number of languages today: 3,000 – 6,000
- Number of literate languages today: 78

Literacy

Literacy's role in the United States, during the past three hundred years, has changed to meet the needs of the times. In the 1700s, individuals were considered literate if they could recognize and sign their names; this era was aptly named the *signature literacy* period. The definition of literacy changed in the 1800s; this era was coined the *recitation literacy* period, meaning that people were literate if they could memorize a written passage and recite it. In the early 1900s, citizenship requirements and changes in employment compelled individuals to expand their reading skills to be able read unfamiliar text. Hence, the *decoding/analytic literacy* period evolved. Today, the *critical/translational literacy* period further advances literacy skill demands; reasoning and critical thinking skills are increasingly accessed at a higher technical level.[6]

Literacy—Historical Periods:

- 1700s Signature literacy
- 1800s Recitation literacy
- 1900s Decoding/analytic literacy
- 2000s Critical /translational literacy



References

1. Dunbar 1998
2. Dunbar 1998; McLaughlin 1998; Pinker 1994; Sanders 1994
3. Dunbar 1998
4. Pinker 1994
5. McLaughlin 1998; Pinker 1994; Sanders 1994
6. Braunger, Lewis, and Hagans 1997

APPENDIX B

Language Structure Descriptions

Phonology

Phonology is the study of the sound system of language and the rules used to put sounds together to make words.[1] Each language contains a defined set of speech sounds, consisting of vowels and consonants. American English contains a total of 44 sounds: 24 consonant sounds and 20 vowel sounds.[2] Some Polynesian languages have as few as 11 sounds, in contrast to the 141 sounds found in the Kholsan (Bushman) language.[3] These languages, and others, contain their own sets of rules that dictate how sounds are put together to create words.

Universal Rules

Some phonological rules are general and apply to many languages, such as the rule that all syllables must have a vowel sound. This rule certainly applies to English, as well as many other languages. The words *a* or *I* each have a content and a form. Sounds such as /t/ and /p/ can be spoken, but these sounds do not have any associated meaning, only a form.

Language-Specific Rules

Within each language are many unique rules, often with interesting variations. Each language consists of a set of sounds, which may vary between cultures within the same language. Although several nationalities of people speak English as their primary language, there are definite cultural and dialectal differences in the phonological rules used by the speakers in each country.[4] For example, a person from England with a Cockney accent saying, "Tha is a boh-el" sounds significantly different than a speaker from the United States saying the same sentence, "That is a bottle." The meaning remains the same between the two variations, but the form is different.

Within the United States, there are also several distinct regional and cultural dialects. People from the New England area have a particular manner of saying /r/ sounds, especially at the end of words or syllables. For example, the phrase "carton of milk" is pronounced as "cotton of milk;" a "large" object is a "lodge" object. Speakers with a southern accent tend to draw out or lengthen the vowel sounds in words. These are variations in the form of speech, not the content. If the dialectical rules differ greatly, the meaning may be challenging to understand.

Individual Rules

A person's speech is unique because of individual phonological rules that he or she has developed. These rules are governed by the rule system being used in the region where the person lives when he or she is learning language in the early childhood years.

Idiosyncratic Rules

Individual speakers sometimes use idiosyncratic rules that make their speech sound unique from the expected form, which may make it difficult to understand. Often, young children simplify the expected phonological rules of the language by saying a limited number of speech sounds in their words and by omitting parts of words in their sentences. For example, a child using idiosyncratic rules might say, "I wan to doe to da toe" or "me doe toe" indicating a desire to go on a shopping trip. These rule-ordered patterns are a simplification of the adult forms. Since the patterns are significantly altered from the conventional form, it may be difficult to understand what is said. When the unique rule system is identified, the listener may then interpret what is being said by applying the idiosyncratic phonological rule. For example, a child who says "poon" for spoon by omitting the beginning /s/ sound may also say "tar" for star. The listener may apply the unique rule to translate the words "poon" and "tar" into *spoon* and *star*.

The greater the exposure to the person's individual rule style, the easier it is to interpret what the child has said. That is why parents and caretakers are sometimes the only ones who can understand the idiosyncratic speech of their young children.

Types of Phonological Rules:

- Universal
- Language-specific
- Individual
- Idiosyncratic

Morphology

Morphology is the study and description of word formation. Changing the forms of words by adding prefixes and suffixes changes the meaning in both spoken and written language. Each word and word part that has meaning, such as plural markers (-s, -es) and verb endings (-ed, -ing), is considered a morpheme. A morpheme may be a single sound or word as in the word *I* or may have multiple sounds as in the word *enamel*. The word *enamel* is one morphemic unit; however, the word *rewriting* has three morphemic units: re-write-ing. Morphology is an important structural component of our oral language; it has many specific linguistic rules that most children learn as part of their language experiences without explicit instruction.

The following illustrates this concept. The word *talk* can have many different endings that change the form of the word. The results of some of the changes follow predictable structural rules, but one of the changes is an exception to or variation from the rules. This exception is easily detectable even though it has not been directly taught (i.e., we know that *talktion* is not a word, even though we've never been told that -tion can't be used with talk).

TALK	noun or verb
TALK + S	plural noun or third person progressive verb
TALK + ER	descriptive noun
TALK +ED	past tense verb
TALK + ING	present progressive verb
TALK + ATIVE	adjective
TALK +TION	(doesn't work!)

When adding -s, -er, -ing, and -ative, all forms follow typical word patterns and structures. However, when adding -ed to *talk*, the resulting word is pronounced "talkt," not "talk-ed." When -tion is added to *talk* (talktion), it is clear that a "rule" has been broken. The ability to detect an error when saying "talktion" and the knowledge that -ed is pronounced as /t/ in *talked* results from our experience-based understanding of our language's rules and rule exceptions without instruction or, typically, even an ability to consciously explain the rule.

Syntax

Syntax refers to the set of rules used to put words in the proper order in sentences. Again, there are many rules that dictate the order of words in sentences. These rules build on phonology, semantics, and morphology. For example, see how quickly you can rearrange the following groups of words to make sentences:

> injured was the driver
>
> shoe her lost Cinderella
>
> flashlight your red is

This task is easy because we have an underlying understanding of the syntactic rule system of our language. Most likely, the words would be rearranged in a noun/verb/object sentence format: Cinderella (noun) lost (verb) her shoe (object). Although this particular pattern is a prevalent structure in our language,[5] it is possible to reorder the words to create another sentence (e.g., "Her shoe, Cinderella lost"). Although this sentence is syntactically correct, it is not as common.

Prosody

Meaning is conveyed not only in words themselves, but also in the manner in which the words are said. Another aspect of speech production is the expression used when speaking. *Prosody* refers to the variations in the rhythm and melody of speech. This is another important component of language, as it affects how the meaning of language is transmitted. The expression used in speaking and reading aloud reduces ambiguity. For example, say the following sentences aloud, placing the stress on different words as shown:

I saw a man eating **shark**.
I saw a **man** eating shark.

My neighbor whitewashed her **fence**.
My neighbor, **White**, washed her fence.

The first example may be either a sighting of an ominous sea creature or a gentleman having dinner. The second example has alternate meanings as well: a woman painting her fence, or Ms. White cleaning her fence.

Even though the sentence structure remains the same in each example, the meaning is affected because of prosodic differences that change the intent of the sentence; the expression may provide information about the meaning. Children benefit from speakers who use expression when talking and reading aloud, because this helps them to develop language and to more accurately comprehend what is expressed. One barrier to the "natural" development of literacy is that the expression must be inferred in written language. The absence of prosody in print creates multiple possible meanings for a given text, which can impair comprehension.

References

1. Hodson 1994; Catts 1991
2. McLaughlin 1998
3. Pinker 1994
4. McLaughlin 1998
5. Pinker 1994

APPENDIX C

Description of Narrative Development

Quite simply, narratives are stories. Narrative production involves the integration of language structure and meaning for retelling, relating, and describing stories and events. This process requires the development of phonological and semantic systems as well as syntactic and morphological structures, all intertwined into connected speech.[1] Children's understanding of story narratives is facilitated by their experiences with stories in books.

Narrative development occurs in the following temporal or time-related structure:[2]

Level 1	Additive Chains	Age 3
Level 2	Temporal Chains	Age 3-5
Level 3	Simple Causal Chains	Age 5
Level 4	Multiple Causal Chains	Age 7-8

Additive chains are one of the first types of stories children tell; in this type the story events are not connected. An example of an additive chain is, "I see Mommy. I like candy. That's my dog." The next level of narrative development is called *temporal chains*. The events in these stories become related in a temporal, or time-ordered fashion. For example, "I fell off my bike. I hurt my knee. I got a bandage." Most three-year-old children are beginning to develop the use of temporal chains that relate two to three events. During this early stage of narrative development children often tell "leapfrog" stories: The events are related but may be told out of order, which sometimes makes it difficult for the listener to understand. This example of a "leapfrog" story was told by a young child when the child's favorite blanket was left in the family car and an overnight visitor had a snack, leaving a hole in the blanket material: "Mouse eat hole my blankie. My blankie in car. Mouse go in car."

Although there is no hard and fast rule, by the time a child is about five years old he or she is usually able to tell a five-event temporal chain narrative. Children at this age also begin adding some cause and effect components, creating *simple causal chain stories*. As children grow older, their stories become more complex with many related components, plots, and subplots; these are *multiple causal chain stories*.

References

1. Greenfield 1998; McCabe and Rollins 1994
2. Apel 1998

APPENDIX D

Developmental Sequences of Book Use

Young children go through a fairly predictable sequence of stages in using books; this facilitates their understanding of the function of print and of how print represents speech.[1]

When children explore books, they:

- Learn about book orientation, turning pages, and the difference between front and back
- Pretend to "read"
- Ask to have books read to them; over and over for some favorites
- Anticipate what happens next
- Feel confident knowing the answers to questions

Once children understand the story sequence, they:

- Develop a sense of story
- Begin to recognize that stories have a beginning, middle, and end
- Develop narrative skills for retelling the story (sometimes verbatim)

- Become fascinated by details
- Develop left to right sequencing, turning pages
- Know when a page is skipped

When children recognize written words as symbols, they:

- Know the difference between pictures and words on the page
- Understand that the written words tell the story and stand for ideas and thoughts
- Follow the words on the pages in a left to right sequence
- Identify the beginning and ending of the book

When children can match words with printed text, they:

- Begin to use 1:1 word correspondence as the book is being read
- Develop an awareness that words are made up of individual letters
- Increase narrative skills in storytelling

When children can recognize specific printed words, they:

- Develop sight word vocabulary
- Recognize written or printed words in the environment
- Ask what words say
- Become curious about the meanings of words

(Adapted with permission from *Creative Curriculum for Early Childhood* by Dodge & Colker, 1996.)

APPENDIX C

Book Title Suggestions

Following is a list of books that you may find appropriate for use with young children. The list is divided as follows:

Phonological Awareness

- Rhythmic sentence patterns
- Repetitive sentence patterns
- Rhyming verse
- Rhyming words
- Blending and segmenting

Print Awareness

- Highlighted words
- 1:1 word correspondence
- Word recognition

Phonological Awareness

Rhythmic Sentence Patterns

ABC	Dr. Seuss
Barnyard Dance!	Bill Martin, Jr. and John Archambault
Barn Dance	Sandra Boynton
Bein' With You This Way	W. Nikola-Lisa
Busy Little Fingers	Judy Nayer
Chicka Chicka Boom Boom	Bill Martin, Jr.
Dinosaur Roar!	Paul & Henrietta Strickland
Five Little Monkeys Jumping on the Bed	Eileen Christelow
Five Little Monkeys Sitting in a Tree	Eileen Christelow
The Foot Book	Dr. Seuss
The Hungry Thing	Jan Slepian & Ann Seidler
In a People House	Theo LeSieg
In the Tall, Tall Grass	Denise Fleming
Jamberry	Bruce Degen
More Spaghetti, I Say!	Rita Golden Gelman
Mr. Brown Can Moo, Can You?	Dr. Seuss
Old Black Fly	Jim Aylesworth
One Fish, Two Fish, Red Fish, Blue Fish	Dr. Seuss
Piggies	Audrey and Don Wood
Rain	Robert Kalan
Red Light, Green Light	Margaret Wise Brown

The Very Busy Spider	Eric Carle
The Very Hungry Caterpillar	Eric Carle
The Very Quiet Cricket	Eric Carle
We're Going on a Bear Hunt	Helen Oxenbury and Michael Rosen
What Makes Me Happy	Catherine and Laurence Anholt
Who Am I?	Alain Crozon and Aurelie Lanchais
Who's the Beast?	Keith Baker

Repetitive Sentence Patterns

Are You My Mother?	P. D. Eastman
Bringing the Rain to Kapiti Plain	Verna Aardema
Brown Bear, Brown Bear, What Do You See?	Bill Martin, Jr.
The Chick and the Duckling	Mirra Ginsburg
Chicken Little	Harper Festival, pictures by Laura Rader
Cookie's Week	Cindy Ward
Dear Zoo	Rod Campbell
The Doorbell Rang	Pat Hutchins
Do's and Don't	Todd Parr
Down By the Bay	Illustrated by Nadine Bernard Westcott
Five Little Monkeys Jumping on the Bed	Eileen Christelow
Five Little Monkeys Swinging in the Tree	Eileen Christelow
Froggy Gets Dressed	Jonathan London

From Head to Toe	Eric Carle
Go Dog Go	P. D. Eastman
Green Eggs and Ham	Dr. Seuss
The Grouchy Ladybug	Eric Carle
Hattie and the Fox	Mem Fox
Have You Seen My Cat?	Eric Carle
Here Comes a Bus	Harriet Ziefert
The Hungry Thing	Jan Slepian and Ann Seidler
I Know an Old Lady Who Swallowed a Fly	Nadine Bernard Westcott
Inside-Out Grandma, a Hanukkah Story	Joan Rothenberg
Is Your Mama a Llama?	Deborah Guarine
I Spy books	Jean Marzolla and Walter Wick
The Itsy Bitsy Spider	Isa Trapani
I Went Walking	Sue Williams
Jesse Bear, What Will You Wear?	Nancy White Carlstrom
Jump, Frog, Jump!	Robert Kalan
Just a Little Bit	Ann Tompert
Leo the Late Bloomer	Robert Kraus
Look Closer	Brian and Rebecca Wildsmith
Lullabyhullaballo	Mick Inkpen
Mary Wore Her Red Dress and Henry Wore His Green Sneakers	Merle Peek
Me on the Map	Joan Sweeney
My First Kwanzaa Book	Deborah M. Newton Chocolate

My Friends	Taro Gomi
The Napping House	Audrey Wood
On Monday When It Rained	Cherryl Kachenmeister
Over in the Meadow	Olive Wadsworth
Peanut Butter and Jelly	Illustrated by Nadine Bernard Westcott
Piggies	Audrey and Don Wood
Polar Bear, Polar Bear, What Do You Hear?	Bill Martin, Jr.
A Proper Little Lady	Nette Hilton
Rain	Robert Kalan
Red Light, Green Light	Margaret Wise Brown
Silly Sally	Audrey Wood
The Very Busy Spider	Eric Carle
The Very Hungry Caterpillar	Eric Carle
The Very Quiet Cricket	Eric Carle
Today is Monday	Eric Carle
This is the Way	Anne Dalton
We're Going on a Bear Hunt	Helen Oxenbury and Michael Rosen
What Makes Me Happy?	Catherine and Laurence Anholt
The Wheels on the Bus	Paul Zelinsky
Who Am I?	Alain Crozon and Aurelie Lanchais
Who's the Beast?	Keith Baker
Why Am I Different?	Norma Simon
You'll Soon Grow Into Them, Titch	Pat Hutchins

Rhyming Verse

Brown Bear, Brown Bear, What Do You See?	Bill Martin, Jr.
Busy Little Fingers	Judy Nayer
The Cat in the Hat	Dr. Seuss
Dinosaur Roar!	Paul and Henrietta Strickland
Duck in the Truck	Jez Alborough
Edwina the Emu	Sheena Knowles and Rod Clement
Eek! There's a Mouse in the House	Wong Herbert Yee
Good Morning, Pond	Alyssa Satin Capucilli
Goodnight Moon	Margaret Brown
Here Are My Hands	Bill Martin, Jr. and John Archambault
Here Comes a Bus	Harriet Ziefert
How Do Dinosaurs Say Good Night?	Ane Yolen and Mark Teague
I Know an Old Lady Who Swallowed a Fly	Nadine Bernard Westcott
If I Could Work	Terence Blacker
I Make Music	Eloise Greenfield
Is Your Mama a Llama?	Deborah Guarine
It Does Not Say Meow	Beatrice Schenk De Regniers
The Itsy Bitsy Spider	Isa Trapani
I Went Walking	Sue Williams
Marvin K. Mooney, Please Go Now	Dr. Seuss
Miss Mary Mack	Mary Ann Hoberman

My Many Colored Days	Dr. Seuss
Old Black Fly	Jim Aylesworth
Parts	Tedd Arnold
Peek-a-Boo!	Janet and Allan Ahlberg
Piggies	Audrey and Don Wood
Pigs Aplenty, Pigs Galore	David Mcphail
Polar Bear, Polar Bear, What Do You Hear?	Bill Martin, Jr.
Pretend You're a Cat	Jean Marzollo and Jerry Pinkney
Quick as a Cricket	Audrey Wood
See You Later, Alligator!	Laura Mcgee Kvasnosky
Shoes	Elizabeth Winthrop
Silly Sally	Audrey Wood
This Is the Way We Go to School	Edith Baer
Today I Feel Silly	Jamie Lee Curtis
What Makes Me Happy?	Catherine and Laurence Anholt
Where's Brooke?	Ellen Javernick
Wings on Things	Marc Brown
Who Am I?	Alain Crozon and Aurelie Lanchais
Who's the Beast?	Keith Baker

Rhyming Words

ABC	Dr. Seuss
Chugga-Chugga Choo-Choo	Kevin Lewis
Clap Your Hands	Lorinda Byran Cauley
Down By the Bay	Illustrated by Nadine Bernard Westcott
Edwina the Emu	Sheena Knowles and Rod Clement
Friends of a Feather	Arlen Cohn
Green Eggs and Ham	Dr. Seuss
Hop on Pop	Dr. Seuss
The Hungry Thing	Jan Slepian and Ann Seidler
The Hungry Thing Returns	Jan Slepian and Ann Seidler
If I Were the Wind	Lezlie Evans
In a People House	Theo LeSieg
In the Small, Small Pond	Denise Fleming
In the Tall, Tall Grass	Denise Fleming
I Spy books	Jean Marzolla and Walter Wick
It Begins With an A	Stephanie Calmenson
Jamberry	Bruce Degen
Jesse Bear, What Will You Wear?	Nancy White Carlstrom
Lullabyhullaballo	Mick Inkpen
Mitten/Kitten	Jerome Martin
More Spaghetti, I Say!	Rita Golden Gleman
Mr. Brown Can Moo, Can You?	Dr. Seuss

My Friend Bear	Jez Alborough
No Bath Tonight	Harriet Ziefert
One Fish, Two Fish, Red Fish, Blue Fish	Dr. Seuss
One of Each	Mary Ann Hoberman
Sheep in a Jeep	Nancy Shaw
Sheep out to Eat	Nancy Shaw
Ten Black Dots	Donald Crews
There's a Wocket in My Pocket	Dr. Seuss
Time for Bed	Mem Fox
Who Says Moo?	Ruth Young

Blending / Segmenting

Bears in Pairs	Niki Yektai	blend/segment concept words
The Doorbell Rang	Pat Hutchins	blend/segment children's names
From Head to Toe	Eric Carle	blend/segment animal names
If I Could Work	Terence Blacker	segment occupations & names
It's a Spoon, Not a Shovel	Caralyn Buehner	blend/segment hidden picture
I Spy books	Walter Wick	blend/segment object names
Just a Little Bit	Ann Tompert	blend/segment animal names
Leo the Late Bloomer	Robert Kraus	segment words to scaffold
Look Closer	Brian and Rebecca Wildsmith	blend/segment insect names
Polar Bear, Polar Bear, What Do You Hear?	Bill Martin, Jr.	blend/segment animal names

The Very Busy Spider	Eric Carle	blend/segment animal names
The Very Hungry Caterpillar	Eric Carle	blend/segment food names
The Very Quiet Cricket	Eric Carle	blend/segment insect names
Who Says Moo?	Ruth Young	blend/segment animal names

Print Awareness

Highlighted Words

ABC	Dr. Seuss
The Alphabet Book	P. D. Eastman
A to Z	Sandra Boynton
Bruno, You're Late for School	Kevin O'Malley
Chicka Chicka Boom Boom	Bill Martin, Jr.
Froggy Gets Dressed	Jonathan London
Goodnight, Gorilla	Peggy Rathmann
Gotcha	Gail Jorgensen
Hello Goodbye!	Aliki
Hop on Pop	Dr. Seuss
In a People House	Theo LeSeig
Is Your Mama a Llama?	Deborah Guarine
It's a Spoon, Not a Shovel	Caralyn Buehner
Jump, Frog, Jump!	Robert Kalan
Leo the Late Bloomer	Robert Kraus
The Listening Walk	Paul Shomers
Lullabyhullaballo	Mick Inkpen

Marvin K. Mooney, Please Go Now	Dr. Seuss
Mommy, I Need Your Help!	Rick Rossiter
Mr. Brown Can Moo, Can You?	Dr. Seuss
My Many Colored Days	Dr. Seuss
Old MacDonald Had a Farm	Pam Adams
On Market Street	Anita Lobel and Arnold Lobel
Red Light, Green Light	Margaret Wise Brown
Rosie Rabbit Goes to Preschool	Patrick Yee
Rosie Rabbit's Birthday Party	Patrick Yee
Watch Where You Go	Sally Noll
There's an Ant in Anthony	Bernard Most
There's a Wocket in My Pocket	Dr. Seuss
We're Going on a Bear Hunt	Helen Oxenbury and Michael Rosen

1:1 Word Correspondence

Animals Should Definitely Not Wear Clothing	Judi Barrett
Are You My Mother?	P. D. Eastman
Bears in Paris	Niki Yektai
Bears on Wheels	Stan and Jan Berenstain
Brown Bear, Brown Bear, What Do You See?	Bill Martin, Jr.
The Chick and the Duckling	Mirra Ginsburg
The Foot Book	Dr. Seuss
Freight Train	Donald Crews

From Head to Toe	Eric Carle
Go Dog Go	P. D. Eastman
Have You Seen My Cat?	Eric Carle
Hop on Pop	Dr. Seuss
In the Small, Small Pond	Denise Fleming
In the Tall, Tall Grass	Denise Fleming
I Spy board books	Jean Marzallo and Walter Wick
It's a Spoon, Not a Shovel	Caralyn Buehner
I Went Walking	Sue Williams
My Friends	Taro Gomi
Old Black Fly	Jim Aylesworth
Piggies	Audrey and Don Wood
Polar Bear, Polar Bear, What Do You Hear?	Bill Martin, Jr.
Quick as a Cricket	Audrey Wood
Rain	Robert Kalan
Sheep in a Jeep	Nancy Shaw
Sheep out to Eat	Nancy Shaw
There's a Wocket in My Pocket	Dr. Seuss
The Very Hungry Caterpillar	Eric Carle
We're Going on a Bear Hunt	Helen Oxenbury and Michael Rosen
What Makes Me Happy?	Catherine and Laurence Anholt
Who Am I?	Alain Crozon and Aurelie Lanchais
Who's the Beast?	Keith Baker

Word Recognition

A My Name Is Alice	Jane Bayer
A to Z	Sandra Boynton
Go Away Big Green Monster	Ed Emberley
I Spy board books	Jean Marzallo and Walter Wick
Look Closer	Brian and Rebecca Wildsmith
My ABC Signs of Animal Friends	Ben Bahan and Joe Dannis

APPENDIX F

Cross-Reference List for Activities

Language Use Activities

		Secondary Purposes			
		Rhyming	Blending	Segmenting	Print Awareness
1.	Awesome Athletics				X
2.	Bear Hunt				X
3.	Brown Bear Alive Book	X	X	X	X
4.	Bus Book				X
5.	Choice Book				X
6.	Daily Activity Plan				X
7.	Family Photo Album				X
8.	From Head to Toe Alive Book				X
9.	Give a Moose a Muffin Circle Story				
10.	Itsy Bitsy Spider Crawl	X	X	X	X
11.	Kidpacks: Opposites				X
12.	The Mitten Pattern Story				X
13.	Napping House Picture Stack				X
14.	The Peanut Butter and Jelly Book				X
15.	The Shadow Book				X
16.	Show and Tell Book				X
17.	The Slide Book				X
18.	Very Busy Spider Alive Book				X
19.	We're Having a Puppet Show				X
20.	Who Do You See?	X	X	X	X
21.	Zoo Animal Photo Album				X

Rhyming Activities

		Secondary Purposes			
		Language Use	Blending	Segmenting	Print Awareness
1.	Bubble Magic Book	X			X
2.	Chicken Soup With Rice Poetry Readings	X			X
3.	Ding Dong Dell	X		X	
4.	A-Fishing We Will Go	X			
5.	Hickory Dickory Dock, Rock, Block, Sock	X			X
6.	Hungry Thing Snacks	X			
7.	Is It a King or Is It a Ring?	X			X
8.	Kidpacks: Rhyming	X			X
9.	Lots of Dots Everywhere!	X			X
10.	Odd One Out Rhyming			X	
11.	Sandwich Book	X			X
12.	Teddy Bear Book	X			X
13.	There's a Zomething on My Something				X
14.	Who's Here? Magic Hat		X	X	X
15.	Yes, Yes, Yes, I Have Found My Pet!	X			X

Blending Activities

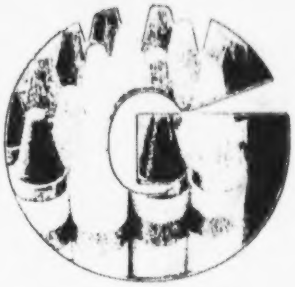
	Secondary Purposes			
	Language Use	Rhyming	Segmenting	Print Awareness
1. Blending Bingo		X	X	
2. Dissected Directions			X	
3. Grab Bag Surprise			X	
4. "I Spy" Game		X	X	X
5. Magic Mirror	X	X	X	X
6. Presents			X	
7. Pull Apart Polar Bear Book	X	X	X	X

Segmenting Activities

	Secondary Purposes			
	Language Use	Rhyming	Blending	Print Awareness
1. Discovery Detectives	X			X
2. Hickety Pickety Bumble Bee	X	X		X
3. The More We Get Together	X			
4. Music Makers	X	X		X
5. Odd One Out: Beginning and Ending Sounds			X	
6. Picture Puzzles	X		X	
7. Robot Reporting			X	
8. We Can Do It, Too	X			X
9. Which Word Weighs More?			X	
10. Who's Here? Bouncing Speech			X	

	Secondary Purposes			
Print Awareness Activities	Language Use	Rhyming	Blending	Segmenting
1. ABC Board Game	X			X
2. ABC Eye Chart				
3. Animal Big Mouths	X			X
4. Artwork Display Titles	X			
5. Can-Do Quilt	X			
6. Family Fun With Food: Doughnuts for Dads	X			X
7. Family Fun With Food: Garden Soup for Grandparents	X			X
8. Family Fun With Food: Muffins for Moms	X			X
9. Family Fun With Foods: Sundaes for Siblings	X			X
10. Have I Been Fed Yet?	X			
11. Hooper Humperdinck Word Bags	X	X		
12. Kidpacks: Letter Names				
13. The Letter Gallery				X
14. Millie's Maintenance Crew				
15. "My Friends" Autograph Booklet				
16. My Thankfulness Book	X			
17. Picture Story/Word Story	X			
18. Super Scouts				
19. Today's Temperature Telling Task	X			
20. Want Ads for Kids				
21. Word Family Menus	X	X		

APPENDIX G



Introducing Writing to Young Children

Writing experiences for young children are most appropriate and most successful when they are fun and meaningful. In addition, writing is suitable for young children when they produce writing at their own developmental levels, thus providing ownership in the product. When children produce their own writing, they are able to take risks and explore their sense of literacy in a comfortable manner.

The following describes a technique to engage young children in writing. This method demonstrates all developmental levels of writing, which helps children feel comfortable writing at their own levels and helps them move to the next level. This type of model is a recommended precursor to activities that contain writing. Although this example uses a composition book or journal for the initial writing demonstration, the main steps easily transfer to all types of writing activities.

Materials:

- Standard, ruled, composition books, one for each student, labeled with children's names
- A 1" ruled 24" x 32" chart paper pad (for teacher demonstration)
- One dark blue marker (for teacher demonstration)
- Pencils

First, show the class a composition book, calling it a "Draft Book." Give it a hug, and tell the students they each get to have one! Then, show the class how to open the draft book and what the first page looks like. Tell the class that your Draft Book page is going to get bigger and they get to help blow it up like a balloon—three big breaths usually work best!

Set aside the small draft book and focus the children's attention on the large chart pad, stating, "This is my big Draft Book page!" Holding a marker, ask the children, "Where should I draw a line to divide the page into two equal parts, two parts that are the same?" Place the marker at the top of the page and ask, "Here?" Then place the marker at the bottom and ask, "Here?" Then place the marker in the middle and say, "Oh, yes, that's about halfway." Draw a horizontal line across the midsection of the page. Say, "There, I tried my best! I have two parts that are about the same size, the top and bottom. *Top* and *bottom* are special words. They are opposites!"

Making a large, circular hand motion on the top half of the page, say, "The top half of the page is going to be my writing plan, or what my story is about. We get to make our own stories in our Draft Books!" (The term "picture story" may be substituted for the term "writing plan" for younger children.) Then without telling the children what will be drawn, begin sketching a basic picture of an exciting experience the class has shared (a field trip, making a snack, a guest speaker, etc.).

For example, to describe an event that occurred on the first day of school when the class hunted for the Gingerbread Kid Cookie that ran away, one teacher said, "What could my story be about?" while drawing a Gingerbread Kid Cookie shape, a cluster of circles that had happy faces with a variety of hairstyles (one face to represent the teacher, the rest to represent the children), and simple curved lines to represent the children's bodies. All the while, the teacher asked the children to predict what the writing plan was about.

For your next step, use a large circular hand motion on the bottom half of the page and say, "The bottom part of the page is going to be my writing or what my writing plan (picture story) is about." (The term "word story" can be used instead of the term "writing" for younger children). Create a simple sentence about the event, incorporating what the children said as you drew the writing plan by saying, "Hmm, what can we write? What words tell about the picture? Okay, we will write . . . ."

To complete the "writing" and demonstrate all levels of print development, follow the steps described in the following Gingerbread Kid Cookie example:

Step 1

Say the words aloud as you write them. Write the words correctly, using capital and lowercase letters, and ending with a period. Then read the sentence aloud while following the words left to right with your hand.

"We found the Gingerbread Cookie and ate it up."

Say, "Whoa, this is how I write the story, but you are in kindergarten (or preschool)! Have you gone to college for four years? Noooo! So maybe, if you know your letter sounds, you could write the story like this."

Step 2

Say the sounds in the words aloud while writing the sentence phonetically. Use capital and lowercase letters, and end with a period. Then read the sentence aloud while following the words left to right with your hand.

"We fownd the Ginjerbred Cookee and at it up."

Say, "If you know your letter sounds your could write your story like this, but you are in kindergarten! Have you gone to college for four years? Noooo! So maybe, if you know some of your letter sounds, your could write the story like this."

Step 3

Say the sounds in the words aloud while writing, and verbally emphasize the beginning and ending sounds. Use only capital letters, but still end the sentence with a period. Then read the sentence aloud while following the words left to right with your hand.

"WE FND TH JNJR BRD CKE AND AT IT UP."

Say, "If you know some letter sounds you could write like this, but you are in kindergarten! Have you gone to college for four years? Noooo! So maybe, if you know a few letters sounds, you could write your story like this."

Step 4

Say the words aloud, emphasizing each beginning sound, and write only the beginning letter of each word. Take care to clearly relate each sound to its corresponding letter. Write the sentence using only the beginning sounds. Use only capital letters, but still end with a period. Then read the sentence aloud, following the "words" left to right with your hand.

"W F T J B K A 8 I U."

Say, "If you know a *few* letter sounds, you could write your story like this, but you are in kindergarten! Have you gone to college for four years? Noooo! So maybe, if you know a *few letters* in your name or letters you see in the classroom, you could write your story like this."

Step 5

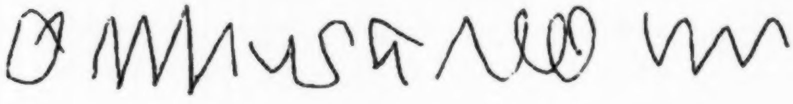
Say the letters only while writing the sentence using random letters from your own name. Also use other familiar letters like X and A (often familiar because it is the first letter of the alphabet) or other letters that have been introduced. Use only capital letters, but still end with a period. Then read the sentence aloud, following the "words" left to right with your hand. (Just say the gingerbread sequence while pointing to whatever letters are there.)

"N O B L E X X X X A M S S."

Say, "If you know a *few letters*, like the letters in your name, you could write your story like this, but you are in kindergarten! Have you gone to college for four years? Noooo! So maybe, if you are not sure of any letters yet, you could write your story like this."

Step 6

Say the sentence aloud while writing squiggles, wavy lines, and letter-like marks. End with a period. Then read the sentence aloud, following the "letters" left to right with your hand.



NOTE Adjust the steps according to the children's need and their levels of writing experience. (For example, you may decide to leave out Step 2 for the initial introduction, and later when children can write their names independently, to include Step 2 and leave out Step 6.) Also, consider how long the children can listen to directions. Although the steps are presented and modeled swiftly, the more animated the directions are when they are delivered, the longer the children's attention span may be.

Step 7

For the concluding step, say, "Now, you get to write your favorite part of the Gingerbread Kid Cookie Hunt. Was it when we looked in the library? What did you like best? Write your story using one of the "Kindergarten Writing" (or "Preschool Word Story") ways. Will it be the same story that I wrote? Noooo!" Briefly review and say, "Just open your draft book to the first page—where do you make the line? The writing plan, the picture part, goes at the top and your writing goes at the bottom."

Hand out the books and pencils with an excited attitude, saying things like: "It feels like a special day, and you get this special present! When I call your name, come up and get your Draft Book and a pencil, then sit at the tables to write your stories. Here is a Draft Book for Erica. Erica can come up and get her Draft Book and a pencil, then sit at the table and write her story. Here is one for Cameron. Oh, I am so excited! This one says 'Hailey.' Oh, Nashea can come up next!" Continue handing out the Draft Books until each child has one. Children should also have their own pencils.

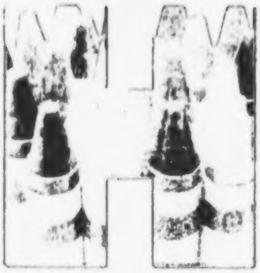
This is an ideal time for the children to share their ideas with others at the table: what they are thinking about, what they are drawing, and what they are writing about. Typically, this is not a silent task. Although some children will ask for a word to be spelled for them, let them know they get to use their "kindergarten (or preschool) writing" and that all writing is okay. When appropriate, let the children know they may use the beginning and ending sounds they hear to help them write the words.

When children are finished, have them "read" their stories to you or another adult helper in the classroom. The adult then writes down what the child reads or narrates. It is important to have the adult writing on the previous page and not on the same page as the child's work, so for the first writing, the adult should write on the inside book cover. Thereafter, the children will only write their stories on the right-hand pages of the book, leaving the left-hand page for the adult's writing. This way, the children's stories are preserved and valued in their original form.

After the adult writes the story on the left-hand page, the adult states, "Now let me read your story to you." While reading, the adult tracks the child's writing from left to right and makes a sweeping motion with his or her hand for each return (for longer passages); the adult may read from his or her own writing when necessary. As children finish, they may either enjoy reading classroom books or begin another story, if they wish, until the writing time is over.

When children are comfortable with this process, have them add the date in numerical fashion at the top of the right-hand side of the page.

APPENDIX H



Sample Goals and Objectives for Individualized Education Plans (IEPs)

These sample goals are grouped into the major categories of language use, phonological awareness, and print awareness. The objectives for each goal are listed in order from least advanced to most advanced.

Language Use

Goal: Understands basic concepts

Objective 1: Imitates model demonstration of basic concept

Objective 2: Identifies basic concept by pointing to picture or object

Objective 3: Expresses basic concept to describe picture or object

Goal: Uses speech that is understandable

Objective 1: Uses speech that is understandable 50% of the time

Objective 2: Uses speech that is understandable 75% of the time

Objective 3: Uses speech that is understandable all of the time

Goal: Uses sentence structures appropriate for age

Objective 1: Uses sentences of 2–4 words

Objective 2: Uses sentences of 5–7 words

Objective 3: Uses sentences of 8–10 words

Goal: Uses rhythm in songs, nursery rhymes, and finger plays

Objective 1: Fills in key words in familiar songs

Objective 2: Follows tune, using half of words in verse

Objective 3: Follows tune, using most or all of words in verse

Goal: Relates a story using a sequence of events

Objective 1: Tells a story using three related events

Objective 2: Tells a story using five related events

Objective 3: Tells a story with a defined beginning, middle, and ending

Phonological Awareness

Goal: Improves understanding of rhyming

Objective 1: Recites words in verse that rhyme

Objective 2: Identifies words that rhyme

Objective 3: Produces strings of words that rhyme

Goal: Blends parts of speech into word units

Objective 1: Blends two- to five-syllable words from segmented syllables

Objective 2: Blends beginning sound and remainder of word in monosyllabic words

Objective 3: Blends monosyllabic words from segmented sounds

Goal: Segments speech into word units

Objective 1: Segments words into syllables

Objective 2: Segments onset (beginning sound) from rime (rest of word) in consonant-vowel-consonant (CVC) words

Objective 3: Segments sounds in CVC words

Objective 4: Segments sounds in CCVC words

Print Awareness

Goal: Understands the function and purpose of books

- Objective 1: Identifies the pictures and the words on a page
- Objective 2: Uses left to right sequencing, sweeping finger across words in text
- Objective 3: Uses 1:1 word correspondence when pointing to words in familiar text

Goal: Improves understanding of letter-sound relationship

- Objective 1: Sings the "Alphabet Song"
- Objective 2: Identifies letters in alphabet
- Objective 3: Identifies letter sounds

Goal: Improves writing development

- Objective 1: Uses mock letters in writing
- Objective 2: Uses random letter strings in writing
- Objective 3: Uses semiphonetic spellings of words in writing
- Objective 4: Uses phonetic spellings of words in writing

Glossary

Additive chain - a simple narrative or story in which the events are not related.

Alliteration - identification and production of words that begin with the same sound (big, bright, blue butterfly).

Alphabetic principle - the letter-to-sound relationship.

Babbling - an early stage of language development characterized by vocalizations, usually in a consonant-vowel-consonant-vowel pattern, with no word meaning (babababa).

Blending - combining a sequence of isolated syllables or sounds together to produce a word (hearing c–a–t and saying *cat*).

Cluster - two or more consonants together in a word (sp in spoon, dr in drum).

Content - the meaning of a message in oral and written language.

Continuant sounds - speech sounds that can be produced for longer periods of time (/f/, /v/, /th/, /s/, /z/, /sh/, /zh/, /h/).

Conventional print development - written language with correct spelling, punctuation, and grammar.

Critical/translational literacy - reading skills that require an ability to apply reasoning and critical thinking to understand the meaning of the text.

Decoding/analytic literacy - reading skills that require an ability to sound out and identify unfamiliar words.

Decontextualized language - language referring to things or events that are not part of the immediate context or the here and now.

Dialogic reading - a method of shared reading in which the adult helps the child become a storyteller, asking the child questions about the text.

Early alphabetic stage - a stage of written language development characterized by semiphonetic spellings; this stage occurs when there is a beginning understanding of the alphabetic principle (wgn/wagon, lv/love).

Early literacy - reading and writing behaviors with no awareness or understanding of any letter-sound relationships; this is seen in young children.

Emerging literacy - reading and writing behaviors with a beginning awareness and understanding of letter-sound relationships; this is seen in young children.

Expansion - a language stimulation technique used by adults to expand children's utterances by restating them in a slightly longer form (child says, "Look, bird," and adult says, "You see a blue bird").

Experimental spelling - writing that contains basic phonetic spellings of words (wn/one).

Glide - speech sounds such as /w/ and /y/ that are produced with some movement or gliding of either the lips or tongue.

Idiosyncratic speech - unique speech qualities that make a person's speech sound different from the standard form.

Inflection - a change in pitch or loudness of the voice when speaking.

Jargon - babbling with strings of syllables with inflection that sounds like conversation.

Language - a system of symbols arranged in a conventional code, used as a social tool to communicate ideas and influence the behavior of those around us.

Later alphabetic print development - written language that is characterized by phonetic spellings and that occurs when there is a developed understanding of the alphabetic principle (wegn/wagon, luv/love).

Lexic stage - a stage of language development that begins when babies say their first words at about 12 months of age.

Lexicon - the total collection of words and word parts in a language.

Liquid - the speech sounds /l/ and /r/ that are produced as consonant sounds at the beginning of words or syllables, and as vowel sounds at the ends of words or syllables.

Literacy - the process of communicating through written language.

Logographic stage - a stage of literacy development (also called the prealphabetic stage) that begins when children recognize written symbols in their environment.

Manner - a characteristic of speech sounds that describes the way consonant sounds are produced, some types are stops, continuants, nasals, glides, and liquids.

Metaphonological stage - a stage of language development that occurs when children realize that the words they use to communicate have a meaning and a structure that can be changed and manipulated.

Mock letters - writing characterized by individual letter-like marks; this is a level in the precommunicative stage of print development.

Morpheme - the smallest meaningful unit of language (the word mean–ing–ful has three morphemes or word parts that add to the meaning).

Morphology - the study and description of word meanings.

Multiple causal chain - a narrative that is a complex story with related components, including plots and subplots.

Narrative skills - the ability to tell related events and ideas.

Nasal sounds - the speech sounds /m/, /n/, and /ng/ that are produced in the nasal (nose) cavity.

Onset - the beginning consonant or consonant cluster of a one-syllable word (s in *sat* and tr in *tree*).

Orthographic stage - a stage of literacy development characterized by fluent reading, an ability to self-correct, and an ability to learn new word meanings.

Pausing - a scaffolding technique allowing a brief wait time encouraging children to fill in words in familiar stories or to anticipate what will come next.

Phonics - reading instruction that describes sound-symbol relationships in terms of spelling patterns.

Phonological awareness - the awareness of the sound structure of language and the ability to reflect on and consciously manipulate the syllables and sounds of speech.

Phonology - the study of the speech sounds of language and the rules used to put sounds together to say words.

Phonetic stage - a stage of print development characterized by an ability to analyze the sounds in words and use simple consonant and vowel word structures when writing.

Precommunicative stage - a stage of print development (also referred to as the prealphabetic stage) in which the writing contains no letter-sound correspondences.

Prelexic stage - a stage of language development characterized by cooing and babbling that contains no real words or meaning.

Prelogographic stage - a stage of literacy development that occurs before there is recognition or understanding of symbols or print.

Prosody - the rhythm and melody used when speaking, including pitch, inflection, rate, and stress.

Random letters - writing that is characterized by strings of letters to represent words (e.g., MSTXS), without any letter-sound relationships; this is a level in the precommunicative stage of print development.

Recitation literacy - reading skills required in order to memorize a passage and then recite it.

Rime - the ending part of a word including the vowel and final consonant sounds (-at in *sat* and -ee in *tree*).

Rhyme - words that have the same sound sequence at the end (tail/pail/sale, hat/cat/bat).

Scaffolding - a teaching technique used for facilitating development by encouraging performance at a slightly more complex level.

Scribble - writing characterized by wavy lines with a left to right orientation; this is a level in the precommunicative stage of print development.

Segmenting - analyzing speech and breaking it into individual words, syllables, and/or sounds (*telephone* becomes te–le–phone and *cat* becomes c–a–t).

Semantics - the study of word meaning.

Semiphonetic - a stage of print development (also called the early alphabetic or partial alphabetic stage) characterized by a beginning awareness of the relationship between letters and sounds (wgn/wagon, lv/love).

Sentence recasting - a scaffolding technique in which a story line is read and then reworded to facilitate understanding and also to assess comprehension.

Signature literacy - reading skills needed in order to recognize and write a signature.

Simple casual chain - a type of narrative or story that contains cause and effect components.

Simple consonant-vowel word structures - a stage of phonological development characterized by simple word patterns with a consonant-vowel pattern (ma for mommy, ba for bottle, da for dad).

Speech intelligibility - accurately saying the speech sounds of a language.

Stop - speech sounds that are produced with a puff of air (/p/, /b/, /t/, /d/, /ch/, /j/, /k/, and /g/).

Story retelling - a scaffolding technique in which an adult reader summarizes a story or encourages the child to retell the story.

Syntax - the grammatical rules of word ordering in sentences.

Systematic simplification - a stage of language development characterized by word combinations in short sentences ("Mommy sock").

Tag question - a scaffolding technique used to facilitate understanding and to gain agreement by tagging a comment with a question ("This is red, isn't it?").

Temporal chain - a type of narrative or story in which the events of a story are related in a time-ordered fashion.

Verbal dialogue - a scaffolding technique used to create a story about pictures in a book.

Vocabulary - the bank of words that are understood and used in language.

Voiced sounds - the speech sounds /m/, /b/, /w/, /v/, /d/, /n/, /l/, /th/, /z/, /zh/, /j/, /r/, /y/, /g/, and /ng/, that are pronounced with vibrations of the vocal cords.

Voiceless sounds - the speech sounds /p/, /f/, /th/, /t/, /s/, /sh/, /ch/, /k/, /h/, and /wh/, that are said without vibrations in the vocal cords.

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Building Early Literacy and Language Skills

by Lucy Hart Paulson, MS, CCC-SLP; Linda Attridge Noble; Stacia Jepson; and Rick van den Pol, Ph.D.

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